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THE UNIVERSITY OF ALBERTA

AN INVESTIGATION OF PARENTAL OPINIONS CONCERNING  
THE CALGARY SCHOOL BOARD ACCELERATED  
PROGRAMME

A DISSERTATION  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DIVISION OF EDUCATIONAL PSYCHOLOGY

by

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## ABSTRACT

The Calgary School Board Accelerated Programme, which enables children with above-average ability to complete the first three grades of school in two years instead of the customary three, has been in operation since September 1954. This study was concerned with parental opinions of the accelerated programme.

Questionnaires were sent to over six hundred homes of accelerated students in Grades IV, V, VI, VII, and VIII to determine what the parents' reactions were to this programme. The questionnaire was structured to obtain both objective and subjective responses with a request for comments on each question, and general comments at the end.

The findings of the survey indicated that, in the opinion of most of the parents, the accelerants' health, social relationships, emotional development, and participation in home, community, and cultural activities had not been adversely affected by acceleration. The statistical analysis was based upon the replies to Question Nineteen. The answers to this question showed whether the respondents were accepting or non-accepting with respect to the accelerated programme. Analysis of parental responses to the nineteenth question indicated that the majority of the parents accepted acceleration, with seventy-seven per cent





favorable, sixteen per cent unfavorable, and seven per cent uncertain. Parents of Grade IV students were most accepting, while those of Grade VII students were the least accepting.

Parents of older accelerants were significantly more accepting of acceleration than were parents of younger accelerants. Respondents of children with higher I.Q.'s were also significantly more accepting than those of children with lower I.Q.'s. When the age and I.Q. of the accelerants were both considered, parents of older children with higher I.Q.'s were significantly more accepting than parents of either older children with lower I.Q.'s or younger children.

Parents in the middle socio-economic class were more accepting than those in either the upper or lower socio-economic groups. The sex of the accelerant did not have a significant effect on parental acceptance.

In the opinion of the parents, the greatest advantages of acceleration were that the programme stimulated the interest and challenged the true potential of the child. The most evident disadvantages from the parental viewpoint were the social and emotional handicaps created by removing the child from his own age group.

In conclusion, it was apparent that the respondents were appreciative of the opportunity the accelerated programme gave to the above-average student for more rapid advancement. They expressed the belief that the programme





was serving a useful purpose in meeting the needs of a group which required more stimulation and challenge than the average.



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## CHAPTER I

### INTRODUCTION

In September 1954, the administrative staff of the Calgary Public Schools introduced the accelerated programme into Division One (grades one to three). The two basic purposes of this programme as discussed in the brochure<sup>1</sup> on acceleration are:

1. To provide additional challenge and opportunity for pupils whose rate of development is considerably above average.
2. To provide pupils with slightly better than average ability and who have an older than normal school-starting age with an opportunity to catch up with children of their own age group.

Pupils are permitted to enter this programme if they can meet its criteria<sup>2</sup>, which demand evidence of: (1) mental capacity, (2) achievement, (3) emotional and social stability, and (4) good health. Successful candidates are able to complete the first three grades in two years.

A comparative study<sup>3</sup> to evaluate the effectiveness of the accelerated programme was initiated in 1956. This study compared the academic achievement, the social maturity, and the attitudes of accelerated children with two other selected groups. The findings showed that the children in the accelerated programme compared favorably both academically and socially with the other groups. Thus, the school administrators could confidently justify the implementation of the accelerated programme.



However, the above study did not encompass parental opinions of acceleration. To what degree have parents of accelerated students accepted the programme? Did parental acceptance of the programme vary according to the child's grade level? Did the economic status of the family affect parental acceptance? Had the accelerated child suffered any undue academic and emotional strain? In the opinion of the parents what were the merits and limitations of the programme? These are the kinds of questions with which the present study is concerned.

## I. THE PROBLEM

The central problem of this study took the form of a question: What opinions do parents of accelerated children have concerning the Calgary School Board accelerated programme? Specifically, the study sought answers to these questions:

1. To what degree have parents of accelerated students accepted the programme?
  - a) Did the grade level of the accelerant make a difference in parental acceptance of the programme?
  - b) Did the age and I.Q. of the child have a bearing on parental responses?
  - c) Did the sex of the accelerant affect parental opinions?





- d) Did the socio-economic status of the family influence parental acceptance of acceleration?
  - e) Did the age and I.Q. of the accelerant influence parental decisions to either withdraw the child from the programme or to later request that he be held back a year?
2. What was parental opinion concerning the effect of the accelerated programme on the child?
- a) Was the general health of the child affected by the programme?
  - b) Were the child's social relationships in the home, school, and community affected by acceleration?
  - c) Did acceleration affect the child's participation in sports, cultural, and club activities?
  - d) Was the child subject to emotional strain due to acceleration?
  - e) Did acceleration affect the child's happiness?
  - f) Did the programme influence the child's acceptance of home and community responsibilities?
3. In the opinion of the parents what were the merits and drawbacks of the accelerated programme?



## II. DEFINITION OF TERMS USED

Accelerated Programme. A programme prepared by the administrative and teaching staff of the Calgary School Board that enables above-average students to complete Grades I, II, and III of the regular curriculum in two years.

Older Accelerants. Children in the accelerated programme whose birthdays fall on or between January 1 and June 30.

Younger Accelerants. Children in the accelerated programme whose birthdays fall on or between July 1 and December 31.

Accelerants with Higher I.Q.'s. Children in the accelerated programme who have scored 125 or above on both the Detroit Beginning First-Grade Intelligence Test and the Detroit Advanced First-Grade Intelligence Test.

Accelerants with Lower I.Q.'s. Children in the accelerated programme who have scored below 125 on either one or both the Detroit Beginning First-Grade Intelligence Test and the Detroit Advanced First-Grade Intelligence Test.

## III. THE NEED FOR THE STUDY

In the fall of 1960, the supervisor of guidance reported to the Elementary Principals' Association of the Calgary Public Schools on the accelerated programme. The report<sup>4</sup> stated that the following groups had been established to evaluate the effectiveness of the accelerated programme:





1. The total accelerated group (I.Q. above 115), composed of children who had completed the Division I programme in two years.
2. An [intellectually] matched group of equal number (I.Q. above 115) who had spent three years in Division I and who were one year older than the accelerated group.
3. An average group of equal number (I.Q. from 85 to 115) who had spent three years in Division I and who were one year older than the accelerated group.

These groups were tested in all grades from III to VI to determine how the academic progress and social growth of the accelerants compared with the matched and average students. The findings of these tests revealed that, although in the lower grades the matched group was superior to the accelerants, at the Grade VI level there was no significant difference except in arithmetic. When compared with the average group, the accelerants were superior in all aspects tested. Social, Personality, and Attitude Test results also revealed no significant differences between the accelerated and the other two groups. These studies appeared to justify the implementation of the accelerated programme.

However, in the discussion that followed the presentation of the above report, some principals felt that research should be extended to include parental opinions about acceleration. These principals had had interviews with parents who had expressed dissatisfaction with the programme. Thus a specific need seemed to exist to determine the degree of parental satisfaction or dissatisfaction with the programme. The necessity





for the expansion of the aforementioned study received further impetus when the Junior High School Principals' Association requested that a committee be established to investigate parental reaction to acceleration. The purpose of this study was to obtain the opinion of parents of accelerated students, to find the degree of their acceptance of the accelerated programme.

#### IV. DESIGN OF THE STUDY

In the preparation of the questionnaire<sup>5</sup>, suggestions by principals, teachers, school authorities, and parents were incorporated into the design. Three different types of questionnaires were submitted to the committee of junior high school principals appointed to investigate parental reaction to acceleration. The committee selected the most appropriate questionnaire for a pilot study. Parents of accelerants in Grades IV and VIII were asked to participate in the survey.

Findings of the pilot study were presented to the junior high school principals' committee. As a result of the committee's appraisal, several items were altered to obtain more clarity, and two recommendations were made:

1. That the questionnaire should be analyzed on the basis of two groups:

- a) those pupils with an I.Q. of 125 or above on



both the Detroit Beginning First-Grade Intelligence Test and the Detroit Advanced First-Grade Intelligence Test.

b) those pupils with an I.Q. below 125 on either one or both of the Detroit tests.

2. That the sample be enlarged to include parents of accelerants in all grades from IV to VIII.

#### V. DISTRIBUTION OF THE QUESTIONNAIRE

From lists of accelerants supplied by the school authorities, questionnaires were distributed at the Elementary and Junior High School Principals' Associations meetings. Because the twenty-nine elementary schools and the thirty-two junior high schools included in the survey were situated in every socio-economic section of the city, the sample was representative of the population. Returns were received from parents of 116 Grade IV, 110 Grade V, 112 Grade VI, 127 Grade VII, and 142 Grade VIII accelerated students, for a total of 607. As only three questionnaires were not returned, this figure represented over 99.5 per cent of the intended sample.

Later questionnaires were also sent to parents of accelerants who had been withdrawn from the programme, or who had repeated a year after completing acceleration. Of the twenty-eight questionnaires sent out, twenty-six were returned.

The study was therefore based on responses to question-





naires distributed to 633 parents--approximately one-third of all those whose children had been involved in the accelerated programme.

## VI. ANALYSIS OF THE QUESTIONNAIRE

The questionnaires were examined to determine:

1. The degree of parental acceptance of acceleration.
2. The variation in parental acceptance of acceleration based on: (1) the grade level of the child; (2) the sex of the child; (3) the socio-economic status of the family; and (4) the age and I.Q. of the child.
3. The parental opinion of the effect of acceleration on the child as related to: (1) his health; (2) his social relationships in the home, school, and community; (3) his sports, cultural, and club activities; (4) his emotional development; (5) his happiness; and (6) his acceptance of home and community responsibilities.
4. Parental opinions of the advantages and disadvantages of acceleration.

## VII. OVERVIEW

As there were no studies available on parental opinions of accelerated programmes, literature on the gifted and the



above-average child was used to present the findings of authorities in this field. The research indicated that considerable controversy existed concerning criteria which should be used for admitting children to accelerated programmes. This and other pertinent topics on accelerated and gifted programmes are discussed in Chapter II.

Chapter III is concerned with the design of the study. The construction of the questionnaire is explained, and the returns obtained are given.

An analysis of parental responses is given in Chapter IV. Three major questions are examined in this chapter:

1. To what degree have parents of accelerated students accepted the programme?
2. What was parental opinion concerning the effect of the accelerated programme on the child?
3. In the opinion of the parents, what were the merits and drawbacks of the programme?

The concluding chapter, Chapter V, summarizes the study and presents conclusions and recommendations.



## FOOTNOTES--CHAPTER I

<sup>1</sup>See Appendix C.

<sup>2</sup>Ibid.

<sup>3</sup>See Appendix D.

<sup>4</sup>Ibid.

<sup>5</sup>See Appendix B.





## CHAPTER II

### RELATED LITERATURE

In the fall of 1962 enquiries were sent to eighteen major cities in Canada and the United States to determine which areas had programmes comparable to Calgary's accelerated programme. In school systems where such programmes were in use, administrators were asked to indicate whether any research on parental opinions of acceleration had been conducted. Replies were received from eight of the ten Canadian cities included in the survey. All of these<sup>1</sup> reported that accelerated programmes were operative, but no research on parental opinions of the programmes had been made. Of the eight United States cities contacted, five<sup>2</sup> replied. Two of these (Detroit and Rapid City) did not have acceleration. The others had accelerated or similar programmes, but again reported no research had been made to determine parental opinion of such programmes.

A study of the literature on accelerated or gifted children also failed to reveal any research directly concerned with parental opinions of these programmes. However, the writer ascertained in discussions with teachers and parents of accelerants, that considerable controversy existed concerning: (1) enrichment as an alternative to acceleration; (2) the I.Q. required for admittance to accelerated programmes;



(3) other criteria for acceleration; and (4) the advantages and disadvantages of acceleration. The findings of leading authorities on the above subjects have been selected from the appropriate literature to show what has been discovered through research.

## I. THE VALUE OF AN ACCELERATED PROGRAMME

Educators are becoming more and more aware of the fact that gifted children in our society have too frequently been neglected. If our educational system is to be geared to the needs of a democratic society, it is essential that "each citizen contributes to the common welfare to the extent of his ability."<sup>3</sup> Recognizing the lack of challenging programmes for above-average children, certain school authorities have introduced "two chief methods of meeting the curricular needs of gifted children in school--acceleration and enrichment."<sup>4</sup> The Calgary School Board administrators, seeking to meet the needs of above-average children, introduced both acceleration (Grades I to III) and enrichment (Grades IV to VI) to the elementary school.

## II. WHAT IS ACCELERATION?

The term "acceleration" as used by most authorities means moving a child through a conventional programme at a pace faster than the average. As Witty points out, "Acceleration means the moving of a child from one level of instruction to







another (sooner than the average) but only after he has mastered the level from which he is moving."<sup>5</sup> Another authority explains acceleration in this way: "Acceleration is usually accomplished by covering two years' work in one, or better, three years' work in two."<sup>6</sup> The Calgary School Board accelerated programme allows above-average pupils to complete Grades I, II, and III in two years. They must, however, cover the same curriculum as the students in the regular programme.

### III. WHAT IS ENRICHMENT?

Enrichment was defined by one authority as "... giving the gifted child an opportunity to go deeper or range more widely than the average child in his intellectual, social, and artistic experience."<sup>7</sup> The Ottawa study on gifted children describes enrichment as "any plan which enables a child to develop a deeper and broader knowledge, and understanding of, and feeling for, any subject, topic, interest or hobby."<sup>8</sup> Richness of quality of learning is stressed instead of speed. From the preceding explanations, it is apparent that enrichment broadens the programme to stimulate the interest, arouse the curiosity, and enhance the knowledge of gifted pupils. Under this plan no attempt is made to move the child through the school programme at a more rapid pace. The Calgary School Board administrators have developed an enriched programme for Division II (Grades IV to VI), thus enabling capable students



to be included in both an acceleration and an enrichment programme.

#### IV. THE I.Q. AS ONE CRITERION FOR ACCELERATION

There appeared to be considerable variance of opinion among school authorities regarding the most satisfactory I.Q. to be used to distinguish the gifted from the general population. Commenting on the disagreement among educators concerning the selection of an I.Q. to determine giftedness, Scheifele states:

... As has been noted, Terman in his study designated 140 I.Q. (Stanford-Binet Test of Intelligence) as the dividing line, and the Cleveland Major Work Classes require an intelligence quotient of 125 or above for admittance. Some school systems classify as gifted all students with an I.Q. of 110 and above. Others specify a percentage of the population, such as the top one per cent or the top ten percent.<sup>9</sup>

Not only are there variations in the I.Q. demanded for the admittance of children to specialized programmes, but there are also differences of opinions concerning the use of the term "gifted". Worcester, in discussing the confusion in terminology, had this to say:

The terms above-average and gifted are not precise ones. If we think in terms of I.Q.'s, a child of an I.Q. of 115 or above will be roughly speaking in the top sixteen per cent (one-sixth of the population). Giftedness has frequently been thought of in terms of I.Q.'s above 130, although some writers have used a higher and some a lower point.<sup>10</sup>

It is possible for a child with an I.Q. of 110 and above (Detroit tests) to qualify for admittance to the Calgary





accelerated programme. The range from 110 to 115 was included to give pupils with an older than normal school-starting age a chance to catch up. The basic philosophy underlying the Calgary accelerated programme is:

1. To provide additional challenge and opportunity for pupils whose rate of development is considerably above average.

2. To provide pupils of better than average ability and who have an older than normal school-starting age with an opportunity to catch up with children of their own age group.<sup>11</sup>

The terms "considerably above average" and "better than average" suggest two distinct groups of students. Thus it would seem that the Calgary accelerated programme was designed to meet the needs of (a) the gifted, and (b) the better-than-average student.

#### V. OTHER CRITERIA FOR DETERMINING CANDIDATES FOR ACCELERATION

The child's I.Q., though an important measure, should not be the only one for determining his entrance to or exclusion from an accelerated programme. Motivation, personality, and social factors are important guides in any identification programme designed to determine a child's ability to handle a more challenging programme.<sup>12</sup> Laycock emphasized the need to study a candidate's physical and physiological development, as well as his health, school achievement, and work habits, before considering him for acceleration.<sup>13</sup> Cutts and Moseley





warned that brightness must be accompanied by a willingness of application and good work habits to assure the child's success in these advanced programmes.<sup>14</sup>

The Calgary School Board programme on acceleration stresses the need to have evidence not only of the mental capacity of the child, but also evidence of: (1) his school achievement; (2) his emotional and social adjustment; and (3) his good health, before recommending him for the programme. In the bulletin<sup>15</sup> on acceleration, teachers and principals are requested to observe all children who are possible candidates for acceleration in order to determine their ability to adjust emotionally and socially to the challenges of the accelerated programme.

## VI. THE ADVANTAGES OF ACCELERATION

Both Laycock and Passow advanced arguments showing the advantages of acceleration.<sup>16</sup> Their ideas were combined into the following major points:

1. Acceleration enables an individual to complete his schooling at an earlier age, thus making it possible to begin his productive career sooner.
2. Acceleration provides the gifted with challenging programmes designed to match their intellectual capacities.



3. Social and emotional maladjustments, which might result from keeping children in classes not sufficiently challenging, are avoided through more rapid advancement of the pupils.
4. The challenge of acceleration prevents the gifted child's developing "sloppy" and inadequate habits of thinking.
5. Evidence indicates that gifted children may be accelerated without placing undue pressures on them.
6. Acceleration enables an individual to spend more time on advanced studies.
7. When gifted students are able to save a year or more in their public schooling, this results in significant savings for students, parents, schools, and communities.
8. Terman's studies of the gifted indicated that most of these students were more mature both physically and mentally than children of their same chronological age. Hence they (the gifted) are able to fit more readily into advanced grades.
9. Other gifted children supply stimulation which is denied the bright child in the regular classroom.

Other literature on acceleration and the gifted supported the advantages enumerated above. Heck strengthened the arguments in favor of acceleration when he warned that unless







the child is sufficiently challenged by the school programme, he might become a disciplinary problem.<sup>17</sup> In summarizing the advantages of acceleration one source had this to report:

The weight of experimental evidence tends to support the position of academic gains through acceleration of the gifted student at all levels. Research into the effects of acceleration on social and emotional adjustment has generally demonstrated no serious detrimental results.<sup>18</sup>

## VII. DISADVANTAGES OF ACCELERATION

Arguments showing the disadvantages of acceleration were also propounded by both Laycock and Passow.<sup>19</sup> Their ideas may be combined into the following major shortcomings of acceleration.

1. Younger students often find themselves at a disadvantage in competing with older ones in some areas, resulting in harmful emotional and social pressures.
2. Acceleration requires the candidates to cover the regular programme at a more rapid pace, while an enrichment programme as an alternative would give the students a curriculum with much greater depth and breadth.
3. Similar mental ages may not produce comparable intellectual functioning if the difference between the chronological age of the accelerant and his classmates is too great.
4. Equal acceleration in all areas precludes the possibil-



ity that a child may not be ready for rapid progress in all subjects.

5. Acceleration tends to accentuate individual differences in ability, thus setting the individual apart from his age peers. This separation may create a superior attitude in the accelerant, leading to undesirable social and behavior patterns.
6. As the accelerant has to cover a heavy curriculum at a rapid pace, he seldom has time for meditation or exploration. This can result in a loss of creativity.
7. Not only do average students lose the contributions the gifted could make in the classroom, but accelerants themselves are deprived of the values to be gained by associating with students of all types.

Carr and Scheifele emphasized the danger of physical and social maladjustments which might arise as a child is advanced into groups where members' chronological ages are greater than his.<sup>20</sup> Witty added his support to the foregoing shortcoming of acceleration when he stated:

The most serious objection to acceleration is the inevitable physical and social maladjustments that arise because of the child's being placed with children chronologically much older.<sup>21</sup>

In reviewing the advantages and disadvantages of acceleration as outlined in this chapter, it would appear that research has produced contradictory results. This would indicate that various studies have shown that although some





candidates may benefit from acceleration, others must experience difficulty. In the light of the above uncertainties, teachers, principals, and parents, often find it difficult to decide whether or not a child should be accelerated. This problem might best be answered by Laycock who in summarizing and evaluating acceleration stated: ". . . acceleration should be based on the decision that it is the best available method of meeting the child's needs (not whether it is the perfect method)."22

### VIII. SUMMARY

It would appear from the literature that considerable controversy exists concerning the most suitable I.Q. level for admittance to accelerated or gifted programmes. This difference arises because authorities often use the terms above-average and gifted synonymously. In discussions on other criteria for acceleration, there appeared to be less disagreement. Most authorities felt that motivation, personality, social factors, physical development, school achievement, and work habits should be carefully considered. An examination of the advantages and disadvantages of acceleration tends to emphasize the necessity for careful consideration of all criteria before deciding which candidates should or should not enter the programme.

Are parents concerned about the criteria for acceleration? Do parents feel there are distinct advantages and disadvantages to acceleration? This study attempts to shed some light on





these questions as far as Calgary parents of accelerated pupils are concerned.



## FOOTNOTES--CHAPTER II

<sup>1</sup>Edmonton, Greater Victoria, Halifax, North York, Ottawa, Regina, Toronto, and Winnipeg.

<sup>2</sup>Detroit, Chicago, New York, Rapid City, and San Francisco.

<sup>3</sup>Paul Witty, The Gifted Child, The American Association for Gifted Children (D.C. Heath and Company, Boston, 1951), p.67.

<sup>4</sup>Samuel R. Laycock, Gifted Children (The Copp Clark Publishing Co. Limited, Toronto, 1957), p.31.

<sup>5</sup>Witty, op. cit., p.259.

<sup>6</sup>The Requirements of Gifted Pupils, Alberta Teachers' Association Brief to the Alberta Royal Commission on Education, 1958, p.98.

<sup>7</sup>Robert J. Havighurst et al., A Survey of the Education of Gifted Children (University of Chicago, University of Chicago Press, No.83, Nov. 1955), p.20.

<sup>8</sup>Study on Gifted Children, City of Ottawa Public School Board, 1956, p.6.

<sup>9</sup>Marian Scheifele, The Gifted Child in the Regular Classroom, Practical Suggestions for Teaching, No. 12 (Bureau of Publications, Teachers College, Columbia University, New York, 1953), p.18.

<sup>10</sup>D. A. Worcester, The Education of Children of Above-Average Mentality (University of Nebraska Press, Lincoln, 1956), pp. 4,5.

<sup>11</sup>See Appendix C.

<sup>12</sup>Education for the Gifted, The Fifty-seventh Yearbook of the National Society for the Study of Education. Part II (University of Chicago Press, Chicago, Illinois, 1958), p.170.

<sup>13</sup>Laycock, op. cit., p.53.

<sup>14</sup>Norma E. Cutts and Nicholas Moseley, Bright Children, A Guide for Parents (G. P. Putnam's Sons, New York, 1953), p.4.





FOOTNOTES--CHAPTER II (continued)

<sup>15</sup>See Appendix C.

<sup>16</sup>Laycock, op. cit., pp. 34-36; and Administrative Procedures and School Practices for the Academically Talented Students in the Secondary Schools, National Education Association of the United States, Washington, D.C., 1960. pp. 64-65.

<sup>17</sup>Arch. O. Heck. The Education of Exceptional Children, (McGraw Hill Book Company, Inc., Toronto, 1953), p. 375.

<sup>18</sup>Education for the Gifted, op. cit., p. 214.

<sup>19</sup>Laycock, op. cit., p. 38-40; and Administrative Procedures and School Practices for the Academically Talented Students in the Secondary Schools, op. cit., pp. 67-68.

<sup>20</sup>Shary Carr et al., "The Gifted Child and His Education," The School Executive, Sept. 1958, Vol. 78, No. 1, p. 68; and Scheifele, op.cit., p. 37.

<sup>21</sup>Witty, op. cit., p. 52.

<sup>22</sup>Laycock, op. cit., p. 53.



## CHAPTER III

### THE DESIGN OF THE STUDY

#### I. DEVELOPMENT OF THE INSTRUMENT

Information for the construction of the questionnaire used in this study was obtained through interviews with (1) parents of accelerated children, (2) teachers who had or were teaching accelerants, (3) principals of elementary schools, and (4) school administrators who were responsible for the operation of the accelerated programme. The suggestions obtained from the aforementioned sources were supplemented by literature on accelerated and gifted children.

Three different types of questionnaires were presented to the junior high school principals' committee which had been appointed to investigate the attitude of parents towards acceleration. After choosing the most appropriate questionnaire,<sup>1</sup> the committee recommended that a trial run be conducted for a selected number of accelerated students in Grade IV and Grade VIII in the following schools: Elboya (5\* - VIII's and 5 - IV's), Georges Vanier (5 - VIII's), Kingsland (5 - IV's), and Vincent Massey (5 - VIII's). The Grade IV students were selected, on the one hand, because they had just completed acceleration and were in the regular stream. The Grade VIII students were

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\*The Arabic numerals refer to the number of students selected from each grade.





chosen, on the other hand, because they were the first to be accelerated when this programme was introduced in September 1954.

At the next committee meeting, the writer presented an analysis of the findings obtained in the pilot study discussed above. Since the replies to the questionnaires used on the trial run showed that parents with children in Grade VIII were far less accepting of acceleration than were parents with children in Grade IV, the committee recommended that a sampling of accelerants in all grades from IV to VIII should be included in the survey in order to determine trends of acceptance. The committee also suggested that, as there was a wide spread in the I.Q. ratings of students in the accelerated programme, the responses to the questionnaires should be analyzed on the basis of two groups: (1) The parental responses of pupils with I.Q.'s of 125 and above on both the Detroit Beginning First-Grade Intelligence Test and the Detroit Advanced First-Grade Intelligence Test, and (2) the parental responses of pupils with I.Q.'s below 125 on either or both of the Detroit Tests. Further recommendations included minor revisions in the wording of some questions in order to obtain more clarity.

The revised questionnaire<sup>2</sup> consisted of twenty-one questions which were sub-divided under six headings: (1) Health Factors, (2) Social Adjustment in the Home, (3) Social Relationships with Others, (4) Effect (of acceleration) Upon Normal





Activities of the Child, (5) Effect Upon Acceptance of Home and Community Responsibilities, and (6) Parent Observations on the Value of Acceleration. Questions one to eighteen had two sections: (a) requiring a "Yes" or "No" answer, and (b) asking for an enlargement upon the answer given in (a) if the parent wished to express definite thoughts on the subject under consideration. The committee was confident that this type of questionnaire would enable parents with deep interest and concern in the accelerated programme to express their ideas freely.

## II. THE SAMPLE

Explanatory letters<sup>3</sup> were attached to each questionnaire, outlining the purpose of the survey and requesting the co-operation of the parents. The return of over ninety-nine and a half percent of the questionnaires sent out indicated parental concern and a willingness to co-operate. In the second phase of the survey, which was directed toward parents of children who had been withdrawn from the accelerated programme, or who had later been held back a year, the initial letter was reworded to make it clear to the recipients the purpose of this study. This letter was then attached to the original questionnaire. The number of replies received indicated that these parents were also interested in the programme.

## III. DISTRIBUTION OF THE QUESTIONNAIRE

To assure adequate sampling the committee decided that



questionnaires should be sent to the homes of the following accelerants: 100 Grade IV's, 100 Grade V's, 100 Grade VI's, 100 Grade VII's, and 142 (all)\* Grade VIII's. Lists of accelerants by schools and grades were secured from school authorities. Questionnaires were packaged for the schools according to the numbers obtained from the administrators, and these were distributed at the Elementary and Junior High School Principals' meetings.

The twenty-nine elementary schools included in the survey were: Altadore, Balmoral, Banff Trail, Briar Hill, Bridgeland, Buchanan, Cambrian Heights, Capital Hill, Chief Crowfoot, Colonel Sanders, Connaught, Currie, Elboya, Eugene Coste, Glengarry, Haysboro, Killarney, King George, Kingsland, Mount View, Parkdale, Queen's Park, Renfrew, Richmond, Spruce Cliff, Sunalta, Thorncliff, Wildwood, and Windsor Park. Because these schools were situated in every socio-economic section of the city, the sample was assumed to be representative of the population.

The survey of the Grade VII and VIII accelerants included all but one of the thirty-three junior high schools in the Calgary public school system. The thirty-two junior high schools involved in the survey were: A. E. Cross, Balmoral,

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\*Certain members of the committee stated that the Grade VIII accelerants were having more difficulty than those at any other grade level, and therefore a sample of all Grade VIII accelerants was desirable.







Branton, Colonel Irvine, Colonel MacLeod, Colonel Walker, Connaught, Currie, Dr. Oakley, Earl Grey, Elboya, Fairview, Georges Vanier, Hillhurst, Kensington, King Edward, King George, Langevin, Melville Scott, Milton Williams, Mount Royal, Parkdale, Queen Elizabeth, Ramsay, Rideau Park, Rosedale, Sherwood, Stanley Jones, Sunalta, Vincent Massey, Viscount Bennett, and Woodman.

#### IV. RETURNS RECEIVED

Completed questionnaires were received from parents of 116 Grade IV's, 110 Grade V's, 112 Grade VI's, 127 Grade VII's, and 142 Grade VIII's for a total of 607.\* In the second phase of the study, parents of accelerants who had either been withdrawn or who had later repeated a grade, were asked to answer the same questionnaire. As a number of schools did not have any students in the aforementioned category, it was only possible to obtain twenty-six parents in this sample.

#### V. ANALYSIS OF DATA REGARDING PARENTAL ACCEPTANCE

Question Nineteen, which asked: "If you had the decision to make again, would you consent to your child being accelerated?" was considered the "key" question of the study. Respondents' answers to this question were categorized as "Yes", "No" or

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\*The returns were greater than originally planned because some principals asked for more questionnaires so that all accelerants in the school would be included.



"Undecided".\* To determine the significance of differences, the affirmative replies were classed as accepting and the negative and undecided as not accepting acceleration. The chi-square test<sup>4</sup>, corrected for continuity and with one degree of freedom, was used to determine the significance of difference between the observed distribution and a theoretical one.<sup>+</sup> In every case, the .05 level of significance was accepted, as indicative of the fact that the observed difference was not due to the caprice of sampling.

In comparisons involving parental acceptance or non-acceptance of acceleration based on the grade level, age, I.Q., or sex of the child, the Student's t value was used.<sup>5</sup> This test is based on the null hypothesis that there is no significant difference between the populations from which the two groups of parents come (zero expectations). The observed percentage difference was compared with the expected percentage difference and reduced to terms of a t-statistic. The chi-square test was again used to compare the significance of difference between frequencies of affirmative and negative responses to Questions one to eighteen.<sup>6</sup> The .05 level of significance was again accepted as indicating the differences had not occurred by chance.

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\*Answers were categorized as undecided if they were marked as such by the respondent or if they were left blank.

<sup>+</sup>The significance of difference was based on the null hypothesis that half of the parents would accept and half would not accept acceleration.





Aside from establishing the statistical significance of the difference between the accepting and non-accepting parental responses, an attempt will be made to determine whether or not the parental acceptance percentage fulfils the expectations of the Calgary School Board administrators.\*

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\*Superintendent--50 per cent acceptance; Assistant Superintendent in charge of Secondary Schools--75 per cent; Assistant Superintendent in charge of Elementary Schools--75 per cent.



FOOTNOTES--CHAPTER III

<sup>1</sup>See Appendix B.

<sup>2</sup>Ibid.

<sup>3</sup>See Appendix A.

<sup>4</sup>Henry E. Garrett, Statistics in Psychology and Education (Toronto: Longmans, Green and Co., 1953), pp. 258-59.

<sup>5</sup>Ibid., pp. 236-37.

<sup>6</sup>See Appendix B.





## CHAPTER IV

### ANALYSIS OF THE DATA

In this chapter, the study is divided into three major areas. Section One, which presents a classification and analysis of parental replies to Question 19,\* is concerned with the question: "To what degree have parents of accelerated students accepted the programme?" Section Two, in answering the question, "What was parental opinion of the effect of acceleration on the child?", indicates the respondents' views on Questions One to Eighteen. Section Three discusses the advantages and disadvantages of acceleration as reported by the parents, and also some pertinent general suggestions on acceleration advanced by the respondents.

#### I. PARENTAL ACCEPTANCE OF ACCELERATION

As noted above, this part of the study classifies and analyzes the parental responses to Question 19. Respondents' answers to this question were categorized as "Yes", "No", or "Undecided". For determining statistical significance of differences, the affirmative answers were classed as accepting acceleration, while the negative and undecided as not accepting. The findings from the tables to follow will answer the question:

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\*If you had the decision to make again, would you consent to your child being accelerated.



"To what degree have parents of accelerated students accepted the Calgary School Board accelerated programme?"

Answers to the foregoing question are developed through the use of eleven tables which show: (1) the number and per cent of acceptance and non-acceptance responses; (2) the statistical significance of differences of these responses; (3) the comparison of the parental responses of Grade IV children with parental responses of Grade V, VI, VII, and VIII students; (4) parental responses classified according to the age, the I.Q., and the sex of the accelerant, and according to the socio-economic status of the family; and (5) parental replies of children who were withdrawn from acceleration, or who later repeated a grade.

#### Acceptance and Non-acceptance Responses

Table I, on the following page, indicates the number and percentage of parents of accelerated children in Grade IV to VIII who were accepting or non-accepting regarding the programme. To obtain the confidence intervals of percentage the formula  $Sp = 100 \sqrt{\frac{pq}{N-1}}$  was used.<sup>1</sup> Reading from the table, the following points were considered noteworthy:

1. The total percentage of parents accepting acceleration was 77.1 per cent, and not accepting 22.9 per cent.
2. Parents of Grade IV children showed the greatest percentage of acceptance, namely, 85.3 per cent. This percentage of parental acceptance dropped progress-





TABLE I

FREQUENCY AND PERCENTAGES OF PARENTS WHO ANSWERED  
QUESTION NINETEEN<sup>a</sup> CLASSIFIED BY THE  
GRADE LEVEL OF THEIR CHILDREN

Grade level of child	Parental Responses		Percentages		Ninety-nine Per cent Confidence Limits for Acceptance Responses <sup>c</sup>
	Accepting	Not Accepting <sup>b</sup>	Accepting	Not Accepting	
Four	99	17	85.3	14.7	76.7 to 93.9
Five	92	18	83.6	16.4	74.5 to 92.7
Six	88	24	78.6	21.4	68.5 to 88.7
Seven	87	40	68.5	31.5	57.8 to 79.2
Eight	102	40	71.8	28.2	62.2 to 81.4
Totals	468	139	77.1	22.9	73.2 to 82.0

<sup>a</sup>If you had the decision to make again, would you consent to your child being accelerated?

<sup>b</sup>"Yes" responses have been classified as accepting, while "No" and "Undecided" have been classed as non-accepting.

<sup>c</sup>Confidence limits indicate the range of the percentage of parents accepting acceleration which would contain the parametric percentage 99 out of 100 times.





ively as the grade level of the child increased, till the seventh grade, where it was 68.5 per cent.

3. Seventy-one decimal eight per cent of parents of Grade VIII accelerants accepted acceleration, which was three per cent greater than acceptance by parents of Grade VII pupils.
4. As fifty to seventy-five per cent parental acceptance of acceleration was considered a favorable response by the Calgary School Board administrators, the total parental acceptance of 77.1 per cent with a confidence interval of 73.2 to 82.0 was significant in terms of administrative judgment.

Figure 1 shows the percentage of parental acceptance and non-acceptance responses according to the grade level of the child.

Table II, page 37, shows there was a statistically significant difference (at the .01 level) between the observed and theoretical number of parents accepting and not accepting acceleration at all grade levels.

#### Comparison Based on Grade Level

Table III, page 37, compares the percentage of acceptance responses of accelerants in Grade IV with the percentage of acceptance responses of parents of accelerants in Grades V, VI, VII, and VIII. When the acceptance percentage responses of parents of Grade IV children were compared with the acceptance percentage responses of parents of children in Grades V



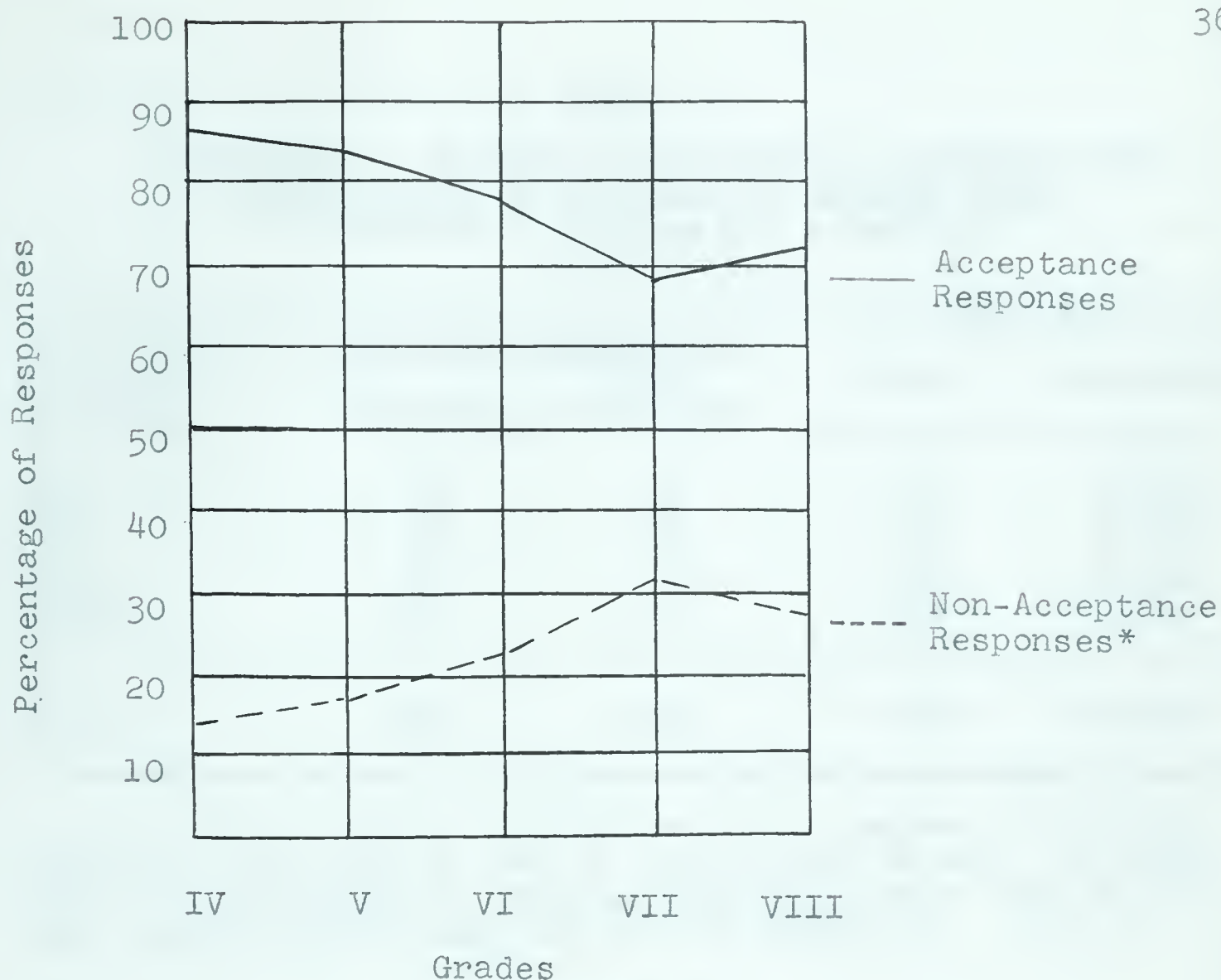


FIGURE I

PERCENTAGE OF PARENTS WHO ANSWERED QUESTION 19 BASED  
ON THE GRADE CLASSIFICATION OF THE CHILD

\*Non-acceptance responses charted for relationship clarification.

or VI, there was no significant difference at the .01 level (one-tailed test). However, when the percentage of acceptance responses of parents of Grade IV children was compared with the percentages of acceptance responses of parents of Grades VII or VIII children, there were significant differences at the .01 level. Thus it is evident that the acceptance of acceleration by parents of Grades VII and VIII students was significantly less than that of parents of Grade IV students.





TABLE II

COMPARISON OF PARENTAL RESPONSES TO DETERMINE THE  
SIGNIFICANCE OF DIFFERENCES BETWEEN THOSE  
ACCEPTING AND THOSE NOT ACCEPTING  
ACCELERATION

Grade level of child	Parental Responses		Total	Chi-square
	Accepting	Not Accepting		
Four	99	17	116	56.56*
Five	92	18	110	48.08*
Six	88	24	112	35.44*
Seven	87	40	127	16.66*
Eight	102	40	142	26.20*
Total	468	139	607	177.24*

\*A chi-square of 5.412 with one degree of freedom based on a one-tailed test is significant at the .01 level. Since the obtained chi-squares were all larger than 5.412, they are all significant at the .01 level.

TABLE III

COMPARISON OF THE PERCENTAGE OF PARENTAL ACCEPTANCE  
RESPONSES BASED ON THE GRADE LEVEL  
OF THE ACCELERANT

Grade Comparisons	Percentage of Acceptance		Student's t value	Level of Significance
IV to V	85.3	83.6	.35	Not Sig.
IV to VI	85.3	78.6	1.31	Not Sig.
IV to VII	85.3	68.5	3.09	p < .01
IV to VIII	85.3	71.8	2.60	p < .01



### Birthdates of Accelerants

In Table IV the parental responses to Question Nineteen have been re-grouped according to the age of the accelerants. Children with birthdates on or between January 1 and June 30 have been classified as "older accelerants", while those with birthdates on or between July 1 and December 31 have been classed as "younger accelerants". The replies were sub-divided again to indicate the number of parents either accepting or not accepting acceleration. The two right-hand columns show the percentages of parents accepting acceleration. Figure 2 on the following page graphs acceptance and non-acceptance responses.

Were parents of older accelerants more accepting of acceleration than parents of younger accelerants? The answer to this question may be determined by examining Table IV or Figure 2 which show:

1. Acceleration was accepted by 81.99 per cent of parents of older accelerants and by only 69.23 per cent of parents of younger accelerants.
2. The parents of younger accelerants showed less acceptance of acceleration than did the parents of older accelerants, regardless of the grade level of the child.
3. The smallest degree of acceptance, namely 61.02 per cent, was registered by parents of younger Grade VII accelerants.





TABLE IV

NUMBERS AND PERCENTAGES OF PARENTAL RESPONSES TO QUESTION  
NINETEEN<sup>a</sup> BASED ON BIRTHDATES OF ACCELERANTS

Accelerants	Older		Younger		Older	Younger
Birthdates	Jan.-June		July-Dec.		Jan.-June	July-Dec.
Responses	Accepting	Not Accepting	Accepting	Not Accepting	Per cent	Accepting
Grade IV	66	10	31	7	86.84	81.58
Grade V	60	11	29	7	84.51	80.56
Grade VI	62	8	26	15	88.57	63.42
Grade VII	51	17	36	23	75.00	61.02
Grade VIII	57	19	40	20	75.00	66.67
Totals	296	65	162	72	81.99 <sup>c</sup>	69.23 <sup>c</sup>
Grand Totals	361 <sup>b</sup>		234 <sup>b</sup>			

<sup>a</sup>If you had the decision to make again, would you consent to your child being accelerated?

<sup>b</sup>The total sample of 595 instead of 607 was due to incomplete data on twelve returns.

<sup>c</sup>The Student's t value of 3.63 is significant at .01 level.





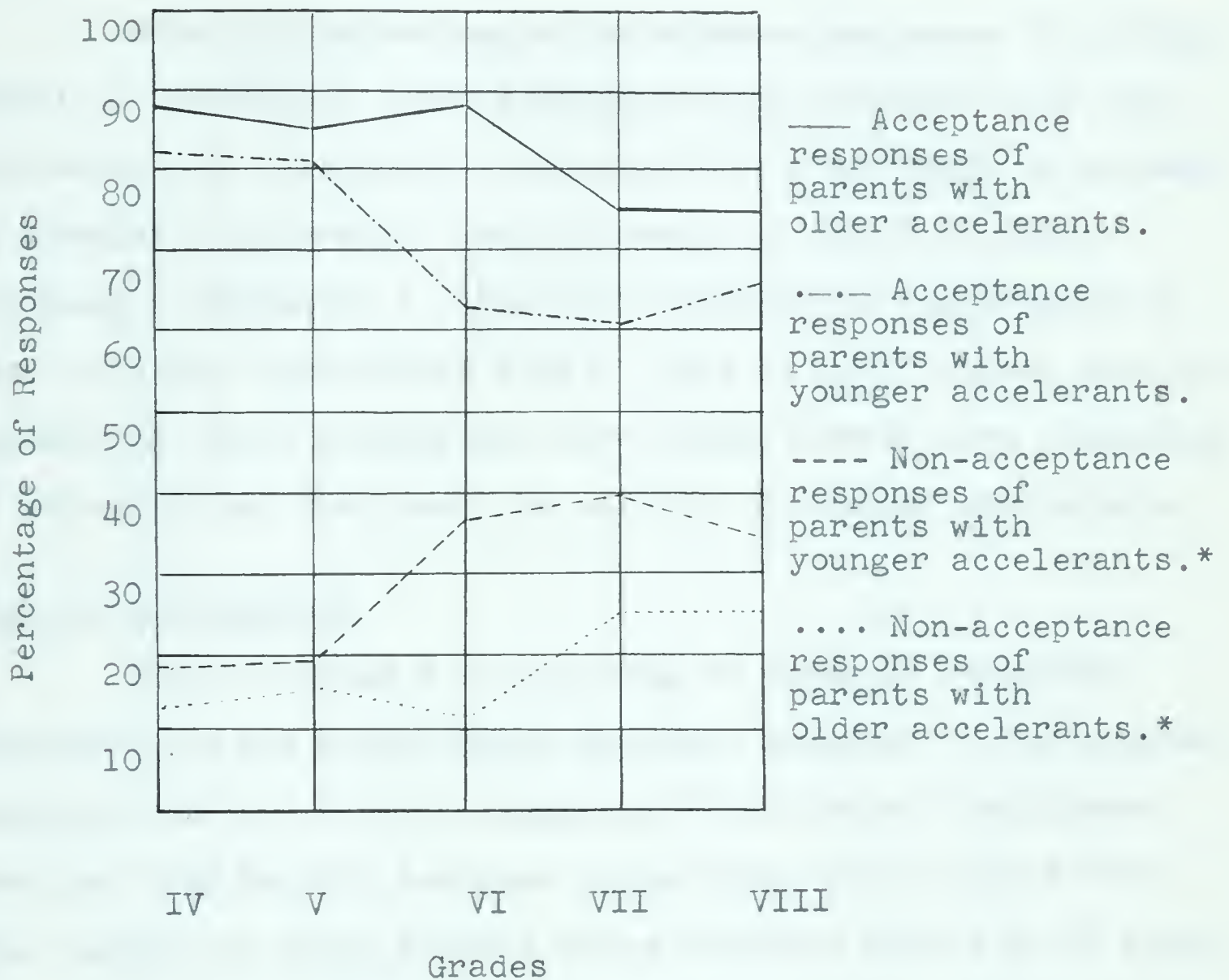


FIGURE 2

PERCENTAGE OF PARENTAL ACCEPTANCE AND NON-ACCEPTANCE  
RESPONSES OF ACCELERATION BASED ON THE  
AGE OF THE ACCELERANT

\*Non-acceptance responses charted for relationship clarification.

4. Parents of older Grade VI accelerants were the most accepting at 88.57 per cent.
5. Parents of younger accelerants showed a steady decrease in acceptance until the child reached Grade VIII, where a five per cent increase was noted.



When the percentage of acceptance responses (81.99 per cent) of parents of older accelerants was compared with the percentage of acceptance responses (69.23 per cent) of parents of younger accelerants, the difference of 12.76 per cent produced a Student's  $t$  value of 3.63 which is significant at the .01 level (one-tailed test). Thus it would appear that the parents of older accelerants were significantly more accepting of acceleration than were the parents of younger accelerants.

### I.Q. of Accelerants

Table V shows a re-grouping of parental responses according to the Intelligence Quotient achieved by the accelerants on both the Detroit Beginning First-Grade Intelligence Test and the Detroit Advanced First-Grade Intelligence Test. The replies of those parents whose children scored on or above I.Q. 125 on both Detroit Tests were placed in one group, while the replies of parents whose children scored below I.Q. 125 on either one or both of the Detroit Tests were placed in the second group. Those accelerants in the former group will be referred to as accelerants possessing "higher I.Q.'s," while the latter group will be described as accelerants possessing "lower I.Q.'s" in the analyses of the tables following.

The parental replies were further classified according to acceptance or non-acceptance of acceleration by the respondents. In the two right hand columns the percentages of acceptance







TABLE V

NUMBERS AND PERCENTAGES OF PARENTAL RESPONSES TO QUESTION  
NINETEEN<sup>a</sup> BASED ON I.Q.'S OF ACCELERANTS

Accelerants	Higher		Lower		Higher	Lower
I.Q. Rating	On or Above 125		Below 125		On or Above 125	Below 125
Responses	Accepting	Not Accepting	Accepting	Not Accepting	Per cent	Accepting
Grade IV	36	7	62	10	83.72	86.11
Grade V	31	4	59	13	88.57	81.94
Grade VI	35	7	53	17	83.33	75.71
Grade VII	37	12	50	28	75.51	64.10
Grade VIII	40	11	51	27	78.43	65.38
Totals	179	41	275	95	81.36 <sup>c</sup>	74.32 <sup>c</sup>
Grand Totals	220 <sup>b</sup>		370 <sup>b</sup>			

<sup>a</sup>If you had the decision to make again, would you consent to your child being accelerated.

<sup>b</sup>The total sample of 590 instead of 607 was due to the fact that some accelerants had not taken both Detroit Tests.

<sup>c</sup>Student's t value of 1.98 is significant at .05 level.



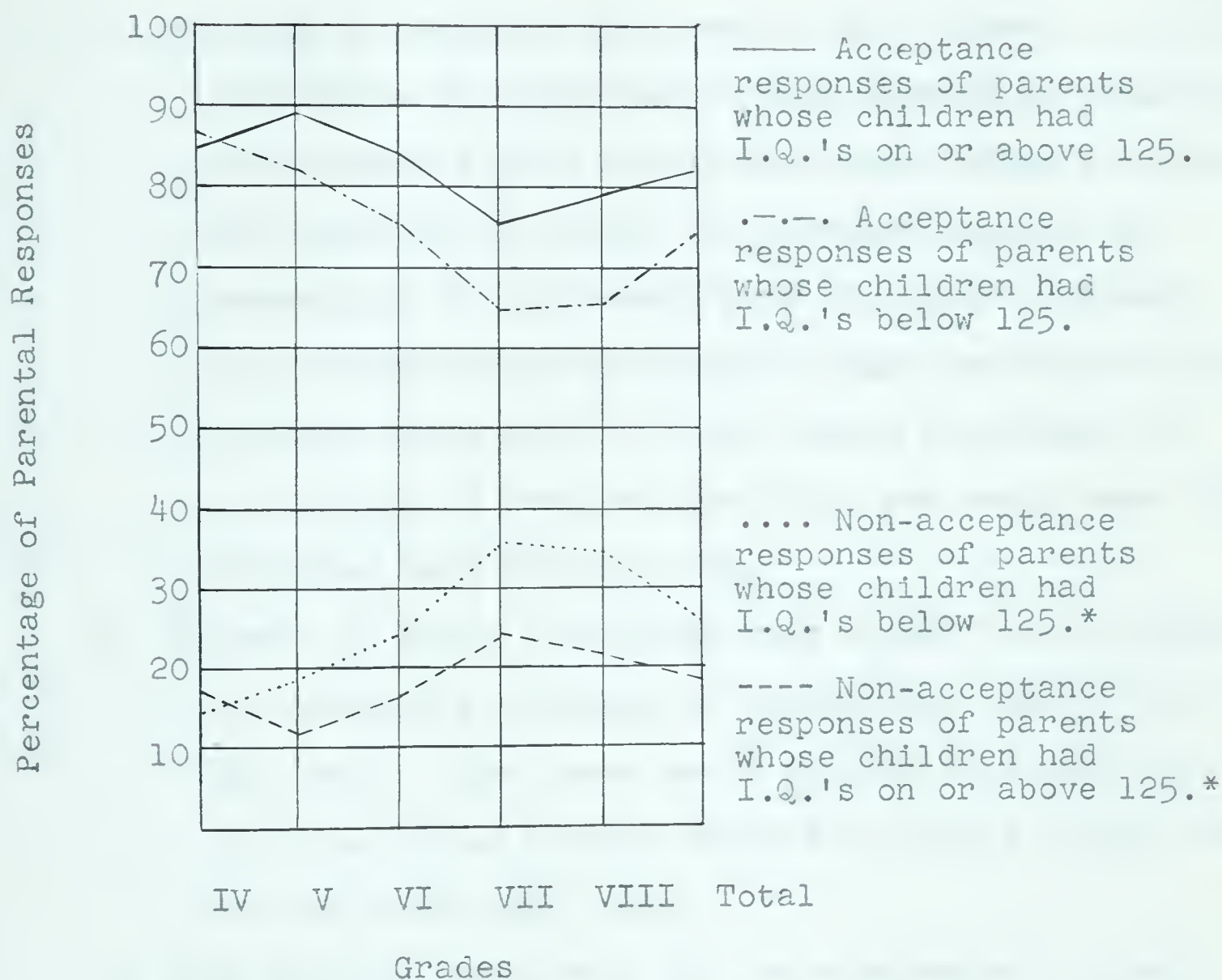


FIGURE 3

PERCENTAGE OF PARENTAL ACCEPTANCE AND NON-ACCEPTANCE RESPONSES ACCORDING TO THE I.Q. SCORED BY THE ACCELERANTS

\*Non-Acceptance responses charted for relationship clarification.

responses are shown. Figure 3 is a graphic representation of acceptance and non-acceptance responses.

Were parents of accelerants with higher I.Q.'s more accepting of acceleration than parents of children with lower I.Q.'s?





1. Parents of children with lower I.Q.'s showed: (1) less acceptance of acceleration than parents of children with higher I.Q.'s except for those having children at the Grade IV level; (2) a steady decline in acceptance of acceleration as the child advanced from Grades IV to VII with a slight increase as he reached Grade VIII; (3) the lowest percentage of acceptance of acceleration (64.1 per cent) when the children were in Grade VII.
2. Parents of Grade V children with higher I.Q.'s showed the highest percentage of acceptance, namely 88.57 per cent. Then there was a decline in acceptance till the child reached Grade VII; with a slight rise at the Grade VIII level.
3. The greatest difference in the acceptance of acceleration was by parents of Grade VIII children. At this grade level, those respondents of children with higher I.Q.'s showed over thirteen per cent more acceptance than did respondents of children with lower I.Q.'s

When the percentages of acceptance responses were compared according to the grade levels of the children, there were no significant differences at the .05 level. However, when the percentage (81.36 per cent) for the total number of acceptance responses of parents of accelerants with higher





I.Q.'s was compared with the percentage (74.32 per cent) for the total number of acceptance responses of parents of accelerants with lower I.Q.'s, the Student t value of 1.98 is significant at the .05 level (one-tailed test). Thus, it is evident that parents of accelerants with higher I.Q.'s were more accepting of acceleration than were parents of accelerants with lower I.Q.'s.

#### Combined I.Q. and Age Factors

The next step in the study was to determine parental reaction to acceleration when both the age and I.Q. of the accelerants were considered. This classification appears in Table VI which separates the replies into four groups, namely: (1) responses of parents of older accelerants having higher I.Q.'s; (2) responses of parents of older accelerants having lower I.Q.'s; (3) responses of parents of younger accelerants having higher I.Q.'s; and (4) responses of parents of younger accelerants having lower I.Q.'s. In Table VII the percentages of acceptance responses of parents having older or younger accelerants with either higher or lower I.Q.'s, is shown. Figure 4 is a graphic representation of the foregoing per cents.

Reading from either Table VII or Figure 4 the following comparisons are noteworthy:

1. Parents of older accelerants with higher I.Q.'s  
accepted acceleration more readily than parents of:



TABLE VI

CLASSIFICATION OF PARENTAL REPLIES<sup>a</sup> BASED ON THE  
COMBINED AGES AND I.Q.'S OF ACCELERANTS

Accelerants		Older			Younger		
Birthdates		January-June			July-December		
I.Q.		On or Above 125	Below 125	On or Above 125	Below 125		
Responses		Acc. <sup>c</sup> Non-Acc. <sup>d</sup>	Acc. <sup>c</sup> Non-Acc. <sup>d</sup>	Acc. <sup>c</sup> Non-Acc. <sup>d</sup>	Acc. <sup>c</sup> Non-Acc. <sup>d</sup>	Acc. <sup>c</sup> Non-Acc. <sup>d</sup>	Acc. <sup>c</sup> Non-Acc. <sup>d</sup>
Grade IV		20	2	47	8	16	5
Grade V		15	1	46	9	16	3
Grade VI		22	0	39	8	12	7
Grade VII		13	3	38	14	24	9
Grade VIII		18	4	35	15	22	7
Totals		88	10	205	54	90	31
Grand Totals		98		259		121	

<sup>a</sup>Parents' responses to Question 19.<sup>b</sup>On either one or both Detroit Tests.<sup>c</sup>Acc. - Accepting.<sup>d</sup>Non-Acc. - Non-Accepting.





TABLE VII

CLASSIFICATION OF THE PERCENTAGES OF ACCEPTANCE RESPONSES<sup>a</sup>  
OF PARENTS BASED ON THE COMBINED AGE AND I.Q. OF  
THE ACCELERANTS

Accelerants		Older		Younger	
Birthdates		January-June		July-December	
I.Q.	Percentages	On or Above 125 <sup>b</sup>	Below 125 <sup>c</sup>	On or Above 125 <sup>b</sup>	Below 125 <sup>c</sup>
		Accepting	Accepting	Accepting	Accepting
Grade IV		90.91	85.45	76.19	88.23
Grade V		93.75	83.64	84.21	76.47
Grade VI		100.00	82.98	63.16	63.64
Grade VII		81.25	73.08	72.73	46.15
Grade VIII		81.82	70.00	75.86	57.14
Average Per Cent		89.80	79.15	74.38	63.64

<sup>a</sup>Affirmative replies to Question 19

<sup>b</sup>Scores on the two Detroit Tests.

<sup>c</sup>Below 125 on either or both Detroit Tests.



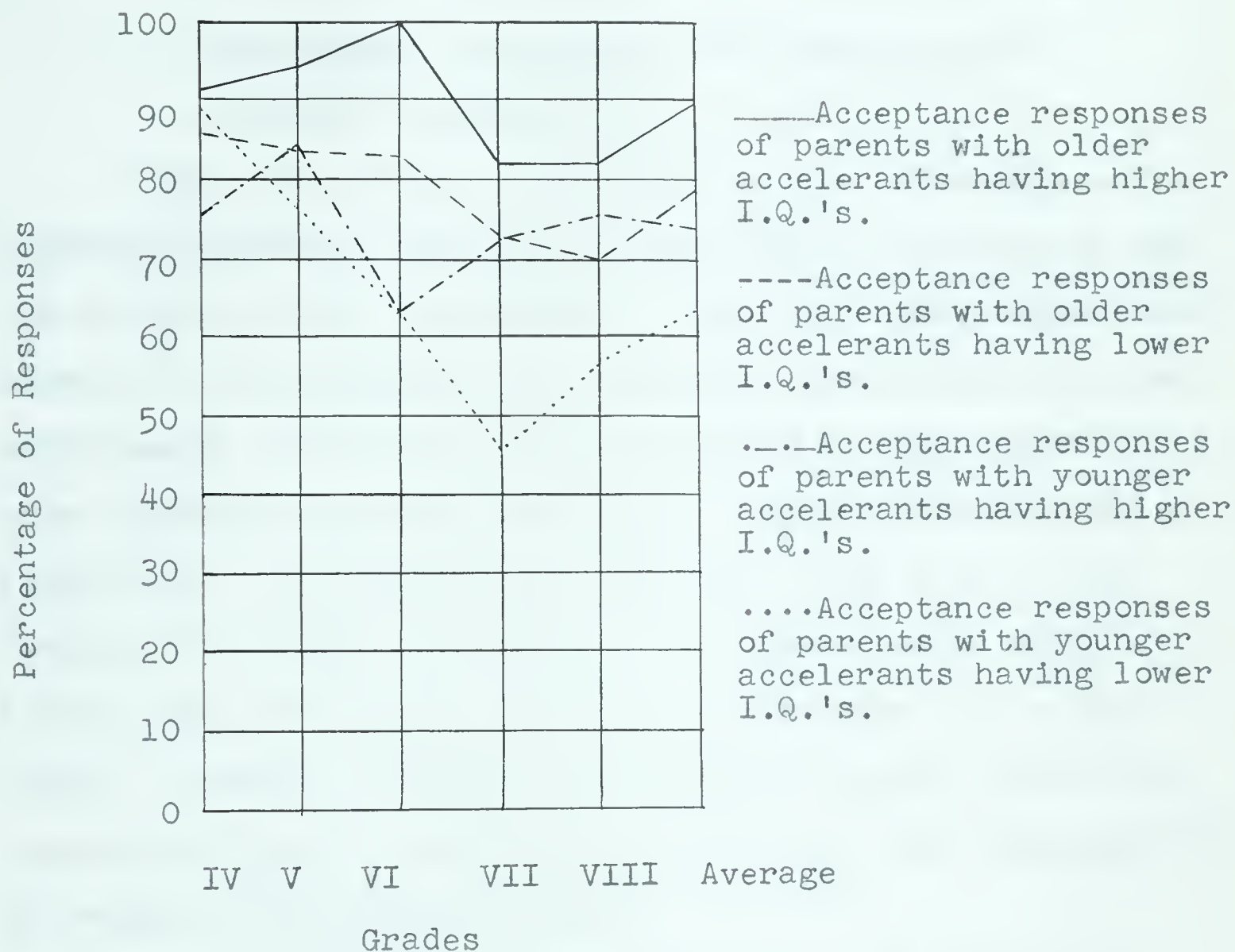


FIGURE 4

CLASSIFICATION OF THE PERCENTAGES OF ACCEPTANCE  
RESPONSES OF PARENTS BASED ON THE AGE  
AND I.Q. OF THE ACCELERANTS

- (1) older accelerants with lower I.Q.'s;
- (2) younger accelerants with either higher or lower I.Q.'s.

2. Parents of Grade VI older accelerants with higher I.Q.'s showed an unusual 100 per cent acceptance of acceleration.



3. Less than fifty per cent of the parents of Grade VII younger accelerants with lower I.Q.'s accepted acceleration.

Table VIII shows a comparison of the percentages of parental acceptance responses classified on the basis of the age and I.Q. of the accelerant.\* These percentages have been paired off to determine the statistical significance of their differences. Parents of older accelerants with higher I.Q.'s were significantly more accepting of acceleration than were parents of: (1) older accelerants with lower I.Q.'s (.05 level); (2) younger accelerants with higher I.Q.'s (.01 level); and (3) younger accelerants with lower I.Q.'s (.01 level). Parents of older accelerants with lower I.Q.'s were significantly more accepting of acceleration than were parents of younger accelerants with lower I.Q.'s.

Thus it is apparent that respondents of older accelerants with higher I.Q.'s were significantly more accepting of acceleration than were respondents of either older accelerants with lower I.Q.'s or younger accelerants.

#### Sex of Accelerant

In Table IX the parental responses were classified according to the sex of the accelerants. Of the 361 parents

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\*These percentages are based on the total number of responses for each category.





TABLE VIII

COMPARISON OF THE PERCENTAGES OF PARENTAL ACCEPTANCE  
RESPONSES OF ACCELERATION BASED ON THE  
COMBINED AGES AND I.Q.'S OF  
THE CHILDREN

Birthdates	I.Q.'s	Per cent Accepting*	Student's t value <sup>+</sup>	Level of Significance
Jan.-June	On or Above 125	89.8	2.33	Sig. at .05 level
Jan.-June	Below 125	79.2		
Jan.-June	On or Above 125	89.8	2.80	Sig. at .01 level
July-Dec.	On or Above 125	74.4		
Jan.-June	Below 125	79.2	3.14	Sig. at .01 level
July-Dec.	Below 125	63.6		
Jan.-June	On or Above 125	89.8	4.41	Sig. at .01 level
July-Dec.	Below 125	63.6		
July-Dec.	On or Above 125	74.4	1.77	Not Sig.
July-Dec.	Below 125	63.6		
Jan.-June	Below 125	79.2	1.05	Not Sig.
July-Dec.	On or Above 125	74.4		

\*These percentages are based on the total number of responses at all grade levels for each category.

<sup>+</sup>Student's t value is based on one-tailed test.



who had girls in the programme, 274 were accepting and 87 were non-accepting. On the other hand, of the 241 parents who had boys in the programme, 190 were accepting and 51 were non-accepting. When the percentage (75.9 per cent) of acceptance responses by parents who had girls in the programme was compared with the percentage (78.8 per cent) of acceptance responses of parents who had boys in the programme, the Student's *t* value of .83 was not significant at the .05 level. Thus it would appear that parental acceptance of acceleration did not vary significantly according to the sex of the child.

TABLE IX

PARENTAL RESPONSES TO QUESTION NINETEEN  
CLASSIFIED ACCORDING TO THE SEX  
OF THE ACCELERANTS

Sex	Number Accepting	Per cent Accepting	Student's <i>t</i> value	Level of Significance
Girls	274	75.9	.83	Not sig. at .05
Boys	190	78.8		

Socio-Economic Status of Family

In Table X the parental replies to Question 19 were classified as "upper," "middle," or "lower" according to the socio-economic status of the respondents. These classifications were based upon Blishen's (seven point) Occupational Scale.<sup>2</sup> To obtain the upper socio-economic group, Classes 1 and 2 (16.3 per cent of the population in Blishen's Scale) were







combined. The middle socio-economic group was selected from Classes 3, 4, and 5 (49.5 per cent of the population in Blishen's Scale). Classes 6 and 7 (33.1 per cent of the population in Blishen's Scale) were used as a source for the lower socio-economic group. The actual occupations of the parents of the accelerants in the Elementary School were found by consulting Henderson's Greater Calgary Directory, 1960<sup>3</sup> edition. Occupations of the parents of the Junior High School accelerants were obtained through information placed on the questionnaire by the principals.

TABLE X

CLASSIFICATION OF PARENTAL REPLIES TO QUESTION  
NINETEEN ACCORDING TO THE SOCIO-ECONOMIC  
STATUS OF THE FAMILY

Respondents' Status	Number Accepting	Per cent Accepting
Upper	137	74.1 <sup>a</sup>
Middle	265	82.3
Lower	42	71.2 <sup>b</sup>

<sup>a</sup>Comparison of 74.1 per cent with 82.3 per cent gives a Student's t value of 2.22 which is significant at the .05 level (one-tailed test).

<sup>b</sup>Comparison of 71.2 per cent with 82.3 per cent gives a Student's t value of 2.02 also significant at the .05 level (one-tailed test).



Parents in the upper socio-economic group were 74.1 per cent accepting of acceleration, while those in the middle group were 82.3 per cent accepting. A Student's t value of 2.22, which is significant at the .05 level, was obtained when these per cents were compared. From the foregoing, it would appear that parents in the upper socio-economic group were less accepting of acceleration than were parents in the middle socio-economic group.

A comparison of the 71.2 per cent of accepting parents in the lower socio-economic group with the 82.3 per cent of accepting parents in the middle socio-economic group gave a Student's t value of 2.02, which is significant at the .05 level. Thus it is apparent that parents in the middle socio-economic group were more accepting of acceleration than were parents in the lower socio-economic group.

#### Withdrawals or Repeaters

Since the establishment of the Calgary School Board accelerated programme in 1954, a number of students have either been withdrawn from the programme or have repeated a grade at a later date. To make this survey as complete as possible, questionnaires were sent to parents of the above children. Special slips<sup>4</sup> were distributed at an Elementary Principals' meeting requesting each principal to check his file on accelerated students to ascertain the number of withdrawals or repeaters.





Forty-nine principals out of a possible seventy-five returned these slips indicating whether or not they had any students in these categories. From these returns it was possible to obtain twenty-six parents who were willing to take part in this phase of the survey.

Table XI shows the classification of withdrawals and repeaters based on the age and I.Q. of the child. As in the previous tables where students were classified on the I.Q.-age factor, an older accelerant is one whose birthday falls on or between January 1 and June 30, while the younger accelerant is one whose birthdate lies on or between July 1 and December 31. Those with I.Q.'s on or above

TABLE XI

CLASSIFICATION OF WITHDRAWALS<sup>a</sup> AND REPEATERS<sup>b</sup>  
BASED ON THE AGE-I.Q. FACTOR

Accelerants' Birthdays	I.Q. Rating	
	On or Above 125	Below 125
Jan.-June	1	15
July-Dec.	4	6
Total	5	21

<sup>a</sup>Children who entered the programme, but before completing same reverted to the regular stream.

<sup>b</sup>Children who found it necessary to repeat a grade after completing acceleration.





125 on both Detroit Tests were described as accelerants with higher I.Q.'s, while those with I.Q.'s below 125 on either one or both tests were classed as accelerants with lower I.Q.'s.

Table XI shows that only one older accelerant with a higher I.Q. was either withdrawn or repeated a grade later. However, fifteen older accelerants with lower I.Q.'s, four younger accelerants with higher I.Q.'s, and six younger accelerants with lower I.Q.'s were either withdrawn from the programme or later repeated a grade. Application of the chi-square test with one degree of freedom produced a statistically significant difference (at .01 level) between the number of accelerants with lower I.Q.'s and the number with higher I.Q.'s who were withdrawn or repeated a grade. Therefore, it appears that a significantly greater number of parents with accelerants having lower I.Q.'s withdrew their children than did parents with accelerants having higher I.Q.'s.

### Summary

Findings from the foregoing classification and analysis of Question Nineteen were:

1. A significant majority of parents were accepting of the accelerated programme at each grade level of the child.



2. Parents of Grade IV children were the most accepting (85.3 per cent) while parents of Grade VII children were the least accepting (68.5 per cent).
3. The acceptance of acceleration by parents of Grades VII and VIII children was significantly less than that of parents of Grade IV children.
4. Parents of older accelerants were significantly more accepting of acceleration than were parents of younger accelerants.
5. There was also a significant difference of acceptance between parents of accelerants with higher I.Q.'s and those of accelerants with lower I.Q.'s.
6. Parents of older accelerants with higher I.Q.'s were significantly more accepting than were parents of either older accelerants with lower I.Q.'s or younger accelerants.
7. Parental acceptance of acceleration did not vary significantly according to the sex of the accelerant.
8. Parents in the middle socio-economic group were significantly more accepting of acceleration than were parents in either the upper or lower socio-economic group.
9. More children with lower I.Q.'s were either withdrawn from the programme or repeated a grade, than children with higher I.Q.'s.





All the above findings were statistically significant at the .01 level except numbers seven and eight. Point eight was statistically significant at the .05 level.

## II. PARENTAL OPINION OF THE EFFECT OF ACCELERATION ON THE CHILD

This phase of the study is concerned with the question: "What was parental opinion concerning the effect of the accelerated programme on the child?" Questions one to eighteen<sup>5</sup> on the questionnaire were designed to elicit responses to this general question. Respondents were asked to answer each of the questionnaire items with a "Yes" or "No". The answers to these questions were categorized as affirmative or negative. Questions marked "undecided" or left blank were omitted from the calculations for significance of difference as they gave no indication of parental opinion concerning the effect of the programme on the child. The chi-square test,<sup>6</sup> corrected for continuity and with one degree of freedom, was applied to the frequencies of affirmative and negative responses to determine significance of difference.

Responses to the eighteen questions were categorized and analyzed to determine parental opinion of the effect of acceleration on the child's: (1) health; (2) social



relationships; (3) participation in sports, clubs, and cultural activities; (4) home study needs; (5) acceptance of responsibilities; and (6) emotional development.

### Effect of Acceleration on the Child's Health

The first four questions sought parental opinions on the effect the accelerated programme had on the child's health. These questions were:

1. Have you noticed any change in the sleeping habits of your child after entering the accelerated programme?
2. Have you noticed any change in the eating habits of your child after entering the accelerated programme?
3. Do you feel that the accelerated programme has had any effect on the general health of your child?
4. Do you feel that your child was often over-tired because he or she was accelerated?

Five hundred and ninety-nine answered the first question. Twenty-nine replied in the affirmative and 570 in the negative. Thus, it is evident that most respondents were of the opinion that the child's sleeping habits had not been changed by acceleration.

Of the 602 parents who answered the second question, ten replied in the affirmative and 592 in the negative. It appears that in the opinion of a large majority of the





parents, the eating habits of the child were not affected by acceleration.

Five hundred and ninety-nine replies to the third question yielded 567 affirmative and 32 negative responses. Thus most of the parents indicated that the programme had not affected the general health of the child.

Forty-eight of the 591 respondents who answered the fourth question indicated that the child had often become over-tired. However, 543 stated that the child had not suffered from over-tiredness. Therefore, it is apparent that in the opinion of the majority of the parents the child had not often suffered from over-tiredness.

In summary, it is evident that a large majority of the parents were of the opinion that the health of the accelerant had not been affected by acceleration. Comparison of the frequencies of the affirmative with the negative responses in each of Questions 1, 2, 3, and 4, using chi-square, produced a significant difference in all cases at the .01 level.

#### Effect of Acceleration on the Child's Social Relationships

Questions 5, 6, 7, 8, and 9 were concerned with parental opinions of the effect that acceleration had on the social relationships of the child in the home, school, and community. These questions asked:



5. After your child was accelerated, did you observe any change in the relationship between the accelerant and other members of the family?
6. Has the fact that your child was accelerated created any problems in the family relationship?
7. Did your child develop problems with friends over his/her being accelerated?
8. Did your child make friends more easily after he/she became an accelerant?
9. Was your child accepted by his/her new classmates after the Grade III year?

Thirty-eight of the 596 parents answered the fifth question in the affirmative, while 558 answered in the negative. From these figures it appears that most of the respondents had not observed any change in the relationship between the accelerant and other members of the family.

Of the 600 respondents who answered question six, 29 replied affirmatively and 571 negatively. Therefore, it is evident that most of the parents did not think acceleration had created any problems in family relationships.

Five hundred and ninety-four answered the seventh question. Forty-four replied in the affirmative and 550 in the negative. From the foregoing figures, it is apparent that the majority of the respondents did not observe the child developing any problems with friends over his being accelerated.





Of the 578 respondents who answered question eight, 73 replied in the affirmative and 505 in the negative. Therefore it is evident that, in the opinion of the majority of the parents, the child did not make friends more easily after he became an accelerant.

Five hundred and ninety parents answered the ninth question. Five hundred and fifty-three gave an affirmative and 37 a negative answer. The above figures show that a large majority of the parents were of the opinion that the child was accepted by his classmates after the Grade III year.

In summary the evidence strongly indicates that in the opinion of the majority of the parents, the social relationships of the child in the home, school, and community were not affected by acceleration. Comparisons of the frequencies of the affirmative with the negative responses in each of Questions 5, 6, 7, 8, and 9, using chi-square, produced a significant difference in all cases at the .01 level.

#### Effect of Acceleration on the Child's Participation in Clubs, Sports, and Other Similar Activities

Questions ten and eleven sought parental opinions on the effect that acceleration had on the child's participation in cultural classes, youth groups, and sports activities. These questions were:



10. Was your child able to take music, dancing, speech-training, etc., the same as if he/she had not been accelerated?
11. Was your child able to enjoy such activities as skating, swimming, church groups, Cubs, Brownies, etc., while he/she was an accelerant?

Of the 544 respondents who answered the tenth question, 519 replied in the affirmative and 27 in the negative. Five hundred and eighty-four of the 596 parents who answered the eleventh question gave affirmative replies while 12 gave negative answers. From the figures above, it is evident that a large majority of the parents were of the opinion that the child was able to enjoy music, dancing, speech training, sports, and similar activities while he was an accelerant. Application of chi-square to these frequencies gave a significant difference at the .01 level.

#### Effect of Acceleration on the Child's Home Study Programme

The twelfth question was concerned with whether or not the parent had to give the accelerated child considerable assistance at home. It asked specifically:

12. Was it necessary at any time for you to give considerable assistance to your child at home in order that your child could remain in the accelerated programme?





Eighty of the 594 respondents who answered question twelve, replied in the affirmative and 514 in the negative. Therefore, it appears that the majority of parents did not find it necessary to give considerable assistance to the child in order that he could remain in the programme. The chi-square test showed a significant difference between the affirmative and negative frequencies at the .01 level.

Effect of Acceleration on the Child's Acceptance of Responsibilities

Questions 13, 14, and 15 sought parental opinions on the effect acceleration had on the child's participation in home and community responsibilities. These questions were:

13. Did you see any evidence that being in the accelerated programme interfered with your child carrying out the normal duties at home, such as making his/her own bed, tidying his/her room, doing dishes, emptying garbage, etc.?
14. Do you see any evidence that your child accepted greater responsibilities in the home which could be traced to being an accelerant?
15. Did you at any time discover your child offering additional leadership at home or in the community resulting from his/her experiences in the accelerated programme?



Of the 599 replies to question thirteen, nine were affirmative and 590 negative. Thus, it is apparent that most parents were of the opinion that acceleration did not interfere with a child's carrying out his normal duties in the home.

Seventy-two of the 578 replies to the fourteenth question were affirmative and 506 were negative. Therefore, in the opinion of most parents, acceleration did not stimulate the child to accept greater responsibility in the home.

Of the 567 respondents who answered the fifteenth question, 103 replied in the affirmative and 464 in the negative. From the foregoing figures, it is evident that the majority of the respondents were of the opinion that experiences in acceleration did not lead to the child's offering additional leadership in the home or community.

Comparison of the frequencies of the affirmative and negative responses for Questions 13, 14, and 15, using chi-square, produced a statistically significant difference at the .01 level.

#### Effect of Acceleration on the Child's Emotional Development

Questions 16, 17, and 18 were concerned with parental opinion of the effect acceleration had on the child's emotional development. These questions asked:





16. Was your child made happier by being an accelerant?

17. Was your child ever made unhappy because of being an accelerant?

18. Did you ever see indications that your child was under extra nervous strain because of being an accelerant?

Of the 543 respondents who answered the sixteenth question, 320 replied affirmatively and 223 negatively. Therefore, the majority of parents in the study were of the opinion that their child was made happier by acceleration. However, it is interesting to note that of the 112 replies from parents of Grade VII accelerants, 58 were affirmative and 54 negative responses. Sixty-four of the 122 responses from parents of Grade VIII accelerants were affirmative and 58 negative. Comparison of the observed and theoretical frequencies of affirmative and negative responses of parents having children in either Grades VII or VIII showed no significant difference at the .05 level. Therefore it can not be said with confidence that the sample showed that a majority of parents with pupils in Grades VII and VIII were of the opinion that acceleration made their child happier.

Of the 576 replies to the seventeenth question, 94 were affirmative and 481 were negative. Thus, a significant group of the parents were of the opinion that the children were not made unhappy by acceleration.



One hundred thirty-eight of the 576 replies to the eighteenth question were affirmative while 438 were negative. Therefore, it is evident that in the opinion of the majority of parents in the sample, the child was not under extra nervous strain because of being an accelerant. The frequencies of observed versus theoretical for Questions 17 and 18 are significant at the .01 level.

In summarizing parental opinions on the effect acceleration had on the child, the following points are noteworthy:

1. In the opinion of the majority of parents in the sample, acceleration had not affected the child's: health; social relationships in the home, school, and community; participation in sports, clubs, and cultural activities; acceptance of responsibilities in the home and school; and, emotional development. This statement is based upon the application of the chi-square test to the observed and theoretical frequencies which gave a significant difference in all cases at the .01 level.
2. A small majority of parents of Grades VII and VIII accelerants expressed the opinion that the child had been made happier by acceleration. However, since the frequencies were not significant at





the .05 level, we cannot say with confidence that the child was made happier.

3. The majority of parents indicated that it had not been necessary to give considerable assistance to the child at home in order that he remain in the accelerated programme. The difference was statistically significant at the .01 level.

#### Effect of Acceleration on Withdrawals and Repeaters

An analyses of Questions 1 to 18 on the questionnaire indicated two major reasons for either the accelerant being withdrawn from the programme or being required to repeat a grade. Sixteen (61.5 per cent) of the twenty-six parents felt that the nervous strain had been too great for the child, while twelve (46.2 per cent) stated the child had been made unhappy due to immaturity and social displacement.

Characteristic excerpts from comments made by these parents were: "nervous", "very irritable", "increased tension", "working under pressure", "unhappy", "cried easily", "over-tired", and "cranky". Six parents indicated that their children were much happier after being withdrawn, or after repeating a year at a later date.



### III. PARENTS' WRITTEN COMMENTS ON ACCELERATION

This phase of the study is concerned with parental written comments on the Calgary School Board accelerated programme. These comments have been divided into three categories: (1) those favorable to acceleration; (2) those unfavorable to acceleration; and (3) parental suggestions for improving the programme. The wording for each of the comments following was obtained from the actual parental opinions, with slight revisions where necessary in order to limit the number of categories. By using this process, it was possible to extract a large proportion of the comments from the raw data. The comments have been arranged in decreasing order of frequency of occurrence. The number of comments is indicated in brackets after the general classification and after each sub-classification.

#### A. Parents' Favorable Comments

##### 1. Acceleration Arouses the Child's Interest (305)

- a) Acceleration keeps students vitally interested and intellectually stimulated. (190)
- b) Acceleration gives the child an incentive to work and a sense of accomplishment and happiness. (49)
- c) A child takes pride in being accelerated and thus works harder to get good marks to be a success. (47)





- d) Acceleration prevents brighter children from being exposed to continual repetition, which is necessary for slower children. (19)
2. Acceleration Challenges Child's Potential (230)
- a) Acceleration challenges the true potential of the child thus preventing laziness. (163)
  - b) A child is taught early to work to capacity, therefore preventing the forming of lazy habits which are difficult to break in later grades. (62)
  - c) Acceleration keeps a child from having a false impression of his ability. He must continually make an effort to meet the class challenge. (5)
3. Acceleration Makes Possible "Ability Grouping" (92)
- a) It gives the child an opportunity to progress at a speed consistent with his ability. (65)
  - b) Children are grouped according to mental ability, thus enabling them to participate in more advanced studies. (27)
4. Acceleration Offers Social Advantages (82)
- a) It permits more mature children to move up to a group of children who have about the same level of maturity. (46)
  - b) It makes a child more outgoing, confident, and self-reliant. (36)



5. Acceleration Aids Older and Larger Children (77)

- a) If the child is older, the programme seems to act as a substitute for a lowered Grade I entrance. (62)
- b) It enables larger children to move from a lower to a higher grade, where they feel less conspicuous and therefore more comfortable. (15)

6. Acceleration Saves a Year (50)

- a) It gets a child through school faster, enabling him to take a more extensive programme in high school or university. (45)
- b) If sickness should occur, causing the loss of a year, the accelerant is not behind a year for his age. (3)
- c) The farther along they can get at a younger age, the better chance they have of completing high school. (2)

7. Acceleration Better than Grade Skipping (8)

Acceleration is a better programme than skipping grades. (8)

To evaluate parental comments favorable to acceleration, the number of responses for each comment appears to be the most suitable criterion. On this basis, the advantages of acceleration in the opinion of the parents may be summarized as follows:





1. It keeps the child vitally interested and intellectually stimulated thus decreasing boredom. (305)
2. It challenges the child's true potential. (230)
3. Children are grouped to enable them to progress at a speed consistent with their ability. (92)
4. It gives the more mature child a chance to move up to children who have about the same level of maturity. (82)
5. For the older child the programme seems to act as a substitute for a lowered Grade I entrance, and for the larger child it provides an opportunity for him to move into a group closer to his own size. (77)
6. The year saved in the lower grades can be used to advantage in high school or university. (50)
7. It is better than grade skipping. (8)

B. Parents' Unfavorable Comments

1. Acceleration Causes a Social Handicap (323)
  - a) It creates antagonisms, upsets, and jealousy in the family and with other children. (41)
  - b) It causes a constant social struggle due to child being removed from his age group with too much often expected of him. (40)
  - c) Accelerants are often unable to handle outside activities wholly or in part--"all work and no play." (40)



- d) Accelerants are not, or may not, be ready to participate in social functions at the junior high level. (36)
- e) Acceleration tends to force rapid maturing, giving children older ideas, causing them to demand the same privileges as older classmates. (32)
- f) The child often loses the friends in his own age group. (29)
- g) Often too young at graduation, the child is unable to go on to immediate further study, thus giving no advantage. (23)
- h) Young accelerants are unable to join groups with defined age limits (Cubs, Brownies) which, however, accept their older classmates. (22)
- i) Accelerants are forced to mature too early, thus losing too much of regular childhood. "Why hurry?" (20)
- j) Accelerants are often not accepted by older children in junior high. (19)
- k) Groups accelerated frequently form a clique and think of themselves as superior. This is often due to parental pride. (15)
- l) Association with older children tends to make





the accelerant more of a follower and less of a leader. (6)

2. Mental and Emotional Handicaps of Acceleration (211)

- a) Children in the accelerated programme are under strain and develop nervous tension. (86)
- b) Frustrations, caused by lowered gradings when competing with non-accelerants in the regular programme, often become apparent in the accelerated child. (47)
- c) Children are often "pushed" to keep up, causing undue pressure, tiredness, unhappiness, and fearfulness. (44)
- d) For younger accelerants there is too much mental strain. (22)
- e) Acceleration intensifies nervousness in a child already high strung. (10)
- f) There is danger of the accelerant developing an inferiority complex when unable to "keep up." (2)

3. Physical Handicaps of Acceleration (185)

- a) Acceleration takes the child out of his own age group, placing him beyond his physical development. (87)
- b) Undersized children have a disadvantage in sports and other activities. (53)



- c) Muscular co-ordination is not as well developed in younger children, thus presenting a handicap in sports and physical education participation. (23)
- d) For the younger accelerant there is too much physical strain. (22)

4. Academic Handicap of Acceleration (133)

- a) There is too much extra home study, or help required, especially in arithmetic. (46)
- b) There is not enough time to master certain important skills such as those required in arithmetic and writing. (31)
- c) Untidy, careless work habits develop, due to the necessity for speed combined with under-developed motor control. (24)
- d) The child is an average student as an accelerant but could have been an honor student in the regular streaming. (20)
- e) Children who are given considerable help at home, at kindergarten, and by superior teachers, handle the tests effectively, but as they enter advanced work find it difficult to maintain original standards. (7)
- f) The arithmetic course in Grade III is too heavy. (5)





5. Immaturity Handicap of Acceleration (77)

- a) Transition to junior high is difficult because of immaturity, resulting in an inability to meet the changing demands of junior and senior high school. (33)
- b) Younger children are not ready for the speed required, or for the advanced work. (19)
- c) The child is often unable to make friends in the grade, due to immaturity. (15)
- d) Accelerants do not put forth enough effort in later grades. (6)
- e) Younger children, especially at junior high level, have more difficulty with concentration and organization. (4)

6. Teacher-Attitude Handicap of Acceleration (37)

- a) Unsympathetic teachers cause problems and often demand too much of younger children. (21)
- b) Accelerants are often expected to know things they do not understand. Teachers, not being aware of this problem, allow them to keep on making the same mistakes while slower pupils get more time. (8)
- c) There is insufficient consideration of child's age and emotional development, with too much emphasis on mental ability. (8)



7. Lack of Follow-up (15)

- a) No enrichment is given to gifted children, merely the opportunity of saving one year of school. (10)
- b) There is a lack of follow-up so accelerated children are lost in the regular stream. (5)

8. Unsatisfactory Criteria for Entrance (9)

- a) Too many candidates considered for the programme. (6)
- b) There is not extensive enough testing to consider the child's overall ability. (6)

An examination of the comments made by the 139 parents who were non-accepting\* of acceleration showed some interesting trends. Only four comments made by parents of Grade IV children indicated that acceleration had caused social displacement. However, 15 comments were made by parents of Grade V children, 27 by parents of Grade VI children, 43 by parents of Grade VII children, and 45 by parents of Grade VIII children indicating that acceleration had created social problems. Comments by non-accepting parents regarding mental and emotional handicaps of acceleration also showed rising figures as the child advanced into junior high. Fifteen comments were made by parents of Grade IV

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\*Parents who marked Question 19 as "No" or "Undecided" or who left the space blank.





children, 15 by parents of Grade V children, and 15 by parents of Grade VI children concerning acceleration causing mental and emotional problems. These figures rose to 29 comments by parents of Grade VII children, and 32 by parents of Grade VIII children.

Considerable fluctuation in the number of comments by non-accepting parents who were concerned by the physical handicaps caused by accelerating a child, was also apparent. Only six comments were made by parents of children in Grade IV concerning physical handicaps causing difficulties. Seven comments were made by parents of Grade V children, 23 by parents of Grade VI children, 22 by parents of Grade VII children, and 14 by parents of Grade VIII children indicating that physical immaturity had been a disturbing element in their children's progress.

A summary of parental comments unfavorable to acceleration follows:

1. Acceleration created social problems in the home, school, and community.
2. Acceleration caused mental and emotional disturbances arising from frustrations due to lowered gradings, pressure of work, nervous tension, tiredness, and unhappiness.
3. Acceleration created physical handicaps because the child was out of his own age group, and thus was



often smaller and lacking in the muscular coordination of his older classmates.

4. Acceleration often placed the child at a disadvantage academically, as he was required to cover the curriculum at a much faster pace. Extra home study was sometimes necessary.
5. Accelerants often found themselves immature in comparison with their classmates, especially at the junior high level.
6. Unsympathetic teachers often expected too much of the accelerants.
7. Accelerants did not receive enrichment, but merely saved one year of school.
8. Criteria for acceleration allowed too many candidates to enter the programme.

C. Parental Suggestions for Improvement

1. Revision of Criteria for Acceleration (57)

- a) Only those children with very high I.Q.'s should be accelerated, with enrichment for others. (18)
- b) The child should be chosen by a neat balance of emotion, intelligence, health, and ambition, and should be carefully screened. (15)





c) Children are accelerated at too early an age.

It would be better in later grades. (14)

d) There should be no acceleration for children  
in the latter part of the year. (10)

2. Alternatives to Acceleration (53)

a) Children should be given additional work and  
kept in their own age and social group  
(enrichment). (51)

b) Children could be accelerated for individual  
subjects such as music, art, etc. (2)

3. More Careful Selection of Teachers (19)

a) Exceptional teachers are needed to make the  
programme truly successful. Special care  
should be given to selection of teachers.  
(13)

b) Teachers handling the programme should be  
sympathetic toward acceleration. (6)

4. Other Suggestions (25)

a) Accelerants should be kept together by  
gathering them at a central school into  
one class. (13)

b) There is a tendency to set accelerants apart  
as something separate and distinctive.  
This should be avoided. (7)

c) If an accelerant finds the programme too



difficult, it should be possible for him to revert to the regular programme with a minimum of fuss. (5)

A summary of parental suggestions for improving the programme follows:

1. By adjusting the criteria for entrance to acceleration, a more careful selection of candidates could be made, thus preventing those not suitable for the programme from gaining admittance.
2. Keep the child in his own age and social group but give him additional work.
3. Make one class of accelerants by gathering them at a central school.
4. Select exceptional teachers to make the programme successful.





#### FOOTNOTES--CHAPTER IV

<sup>1</sup>George A. Ferguson, Statistical Analysis in Psychology and Education (Toronto: McGraw-Hill Book Co., Inc., 1959), p. 128.

<sup>2</sup>Bernard R. Blishen, "The Construction and Use of an Occupational Class Scale," The Canadian Journal of Economics and Political Science, Vol. XXIV, No. 4, November 1958, pp. 519-531.

<sup>3</sup>Henderson's Greater Calgary Directory, Henderson's Directories Limited, Winnipeg, 1960.

<sup>4</sup>See Appendix A.

<sup>5</sup>See Appendix B.

<sup>6</sup>Henry E. Garrett, Statistics in Psychology and Education (Toronto: Longmans, Green and Co., 1953), pp. 258-59.



## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study was undertaken to determine parental opinions concerning the Calgary School Board accelerated programme. It sought answers to three specific questions: (1) To what degree have parents of accelerated students accepted the programme? (2) What was parental opinion concerning the effect of acceleration on the child? (3) In the opinion of the parents what were the merits and drawbacks of the programme?

#### I. MAJOR FINDINGS

##### Degree of Parental Acceptance

Table I (page 34) shows that the majority of parents (77.1 per cent) accepted acceleration. These parents outlined on the questionnaire several advantages of acceleration (Table XII: Appendix E) which had undoubtedly influenced their favorable decision concerning the programme. Two hundred and seventy-one comments made by the 468 accepting parents indicated that the programme kept the students interested and stimulated, thus decreasing boredom and encouraging accomplishment.<sup>1</sup> One hundred and ninety comments were made by parents who felt that acceleration challenged the "true" potential of the child,





forcing him to work closer to capacity than would have been the case if he had been left in the regular stream. Eighty comments made by these same parents stated that because the programme grouped the children according to mental ability, it gave them an opportunity to progress at a speed consistent with this ability.

Table I also shows that 23.9 per cent or 139 parents in the sample either rejected acceleration or were undecided concerning acceptance. By listing the disadvantages of acceleration, these parents indicated why they had not accepted the programme. One hundred and thirty-four comments made by the 139 non-acceptors stated that acceleration had created social handicaps for their children.<sup>2</sup> One hundred and six parental comments indicated that acceleration had caused the children to develop mental and emotional problems. Seventy-two comments of the respondents suggested that the child suffered physical handicaps, either because of smaller stature, or because of insufficient muscular co-ordination compared with older classmates.

#### Comparisons Based on Child's Grade Level

Table III (page 37) compares the percentage of acceptance responses of parents of Grade IV children, with the percentage of acceptance responses of parents of Grades V, VI, VII and VIII children. When the responses of parents



of Grade IV children were compared with those responses of parents of children in Grades V and VI, there was no significant difference. Thus it would appear that, although the acceptance percentages of parents of Grades V and VI children were less than the acceptance percentage of parents of Grade IV children, this variation may be due to sampling error rather than to parental attitude toward the programme.

However, when the acceptance responses of parents having children in Grade IV were compared with the acceptance responses of parents having children in Grades VII and VIII, the Student's *t* values of 3.09 and 2.60 were found to be significant at the .01 level. In this comparison, it is apparent that the variation in the latter percentages is probably not due to sampling errors, but rather has a definite relationship to the attitudes of the parents toward acceleration.

An examination of parental comments indicated underlying reasons for less acceptance of acceleration as the children moved to higher grades (Table XIII: Appendix E). Of the 139 non-acceptors, only four comments made by parents of children in Grade IV stated that acceleration caused social displacement.<sup>3</sup> However, 15 comments made by parents of Grade V children, 27 by parents of Grade VI children, 43 by parents of Grade VII children, and 45 by parents of Grade VIII children stated that acceleration





created social problems. Fifteen comments made by non-accepting parents of children in Grade IV, 15 by parents of children in Grade V and 15 by parents of children in Grade VI stated that acceleration caused emotional and mental problems. These figures rose to 29 for parents of children in Grade VII, and 32 for parents of children in Grade VIII. Only six comments of non-accepting parents of children in Grade IV stated that physical handicaps had caused difficulties. Seven comments made by parents of children in Grade V, 23 by parents of children in Grade VI, 22 by parents of children in Grade VII, and 14 by parents of children in Grade VIII indicated that physical immaturity had been a disturbing element in their children's progress.

#### Acceptance and Non-acceptance

Table II (page 37) shows the statistical significance between those parents accepting acceleration and those not accepting. Application of the chi-square test established a statistically significant difference (at the .01 level) between observed and theoretical frequencies at all grade levels. At this level of significance the possibility of achieving such results by chance is less than one in a hundred. Thus, it is interpreted that the number of parents accepting acceleration was significantly greater than those not accepting at all grade levels.





Age and I.Q. of Child

Tables IV, V, VI, VII and VIII include parental responses classified according to the ages and I.Q.'s of the accelerants.

1. Parents of older accelerants accepted acceleration more readily (greater percentage) than parents of younger accelerants (Table IV: p. 39). The difference between the percentages, based on the total number of responses for each categorization was significant at the .01 level.
2. Parents of accelerants with higher I.Q.'s were more accepting (percentage-wise) of acceleration than were parents of accelerants with lower I.Q.'s, except for those with children in Grade IV (Table V: p. 42). Again, the differences between the percentages, based on the total number of responses for each categorization was significant at the .05 level.
3. Parents of older accelerants with higher I.Q.'s were more accepting of acceleration than were parents of:
  - a) older accelerants with lower I.Q.'s.
  - b) younger accelerants with higher I.Q.'s.
  - c) younger accelerants with lower I.Q.'s.

These differences were significant at the .05



level for (a) above; and at the .01 level for (b) and (c) above (Table VIII: p. 50).

4. Parents of older accelerants with lower I.Q.'s were more accepting of acceleration than were parents of younger accelerants with lower I.Q.'s. This difference was significant at the .01 level (Table VIII: p. 50).
5. Parents of younger accelerants with lower I.Q.'s were the least accepting of acceleration-- 63.6 per cent (Table VII: p. 47).
6. Parents of younger Grade VII accelerants with lower I.Q.'s showed the least acceptance of any individual group based on grade levels. Since only 46.15 per cent were in favor of acceleration, over half of the parents in this category either rejected acceleration or were undecided concerning acceptance (Table VII: p. 47).

Thus, it would appear from the findings that the age and I.Q. of the accelerant had a definite influence on parental acceptance, with those respondents having older accelerants or children with higher I.Q.'s being more accepting than those having younger accelerants or children with lower I.Q.'s. Evidence also indicated (Table VIII: p. 50) that when the age and I.Q. of the child were combined, parents of older accelerants with higher I.Q.'s





were significantly more accepting than parents of any other group classified on the age-I.Q. factor.

#### Sex Factor in Acceptance

Seventy-five decimal nine per cent of the parents having girls in the programme accepted acceleration, compared with 78.8 per cent of the parents having boys in the programme (Table IX: p. 51). This difference is not statistically significant. Thus, it is apparent that the sex of the accelerant had little influence, if any, on the parental acceptance of acceleration.

#### Socio-Economic Factor in Acceptance

Parents in the middle socio-economic group were more accepting (82.3 per cent) of acceleration than were parents of either the upper (74.1 per cent) or the lower (71.2 per cent) socio-economic groups (Table X: p. 52). The differences in these per cents were significant at the .05 level. Therefore we can say with confidence that the difference did not occur through sampling error. Thus, it would appear that the socio-economic status of the family was influential in determining parental acceptance of acceleration, with those respondents in the middle class being most favorable toward the programme.

#### Effect of Age-I.Q. Factor on Withdrawals

Table XI (page 54) shows more older accelerants (15)



with lower I.Q.'s were withdrawn from the programme or repeated a grade, than older accelerants (1) with higher I.Q.'s (significant at the .01 level). Therefore, it would appear that the I.Q. of the older accelerants affected the number of withdrawals or repeaters. Although more of the younger accelerants with lower I.Q.'s (6) were withdrawn from the programme than were younger accelerants (4) with higher I.Q.'s, the difference in number was not significant. In this instance, we cannot say the I.Q. of the younger accelerant had a bearing on the withdrawal of the child or his repeating a grade later.

Parental Opinions Concerning the Effect of  
Acceleration on the Child

Health Factors. A large majority (more than 94 per cent) of the parents indicated that the sleep, eating habits, and general health of the child had not been affected by the programme as evidenced by their answers to Questions 1, 2, and 3. Therefore it appears that in the opinion of the parents, acceleration did not affect the health of most of the children in the programme. However, forty-eight parents noted that their children had often become over-tired due to acceleration (Question 4). Although this number is only 8.12 per cent of the total, it shows that at times the pressures of the programme were demanding for these children.





Social Relations. In the opinion of the majority of the parents, acceleration had not affected the social life of the child in the home, school, and community (Questions 5, 6, 7, 8, and 9). The greatest area of concern in relation to the child's social growth was expressed by forty-four respondents who noted that their children had developed problems with friends due to acceleration (Question 7).

Participation in Sports and Other Activities. Ninety-five per cent of the parents indicated that their children had been able to participate freely in sports, cultural, and club activities (Questions 10 and 11). Parental responses showed very definitely (98.5 per cent) that acceleration did not interfere with the child's carrying out normal duties in the home (Question 13). Most parents (80 per cent) stated that their children had not accepted greater responsibility in the home, or had not shown additional leadership in the home or in the community as a result of acceleration (Questions 14, 15).

Emotional Development. Fifty-nine per cent or 320 parents stated the child had been made happier by acceleration, while forty-one per cent or 223 parents indicated he had not. From these percentages, it is apparent that in the opinion of a majority of respondents, the child had been made happier by acceleration.





Eighty-seven per cent or 514 of the respondents indicated that it was not necessary to give considerable assistance to the child at home in order that he could remain in the accelerated programme (Question 12). Eighty-four per cent or 481 respondents stated the child had not been made unhappy by acceleration (Question 17), and 76 per cent or 438 noted that the child had not been under extra nervous strain due to acceleration (Question 18). From these findings, it is apparent that a significant majority of respondents indicated that the child had not experienced emotional problems.

A comparison of each of the above frequencies with the theoretical for Questions 12, 17, and 18 gave a significant difference at the .01 level. However, with eighty parents (13 per cent) finding it necessary to give considerable help to the child, ninety-four (16 per cent) stating the child had been made unhappy, and one hundred thirty-eight (24 per cent) indicating the child had been under extra nervous strain, it is apparent that a substantial minority of respondents was of the opinion the child had experienced undue pressures. It is interesting to note that in the Calgary School Board Accelerated Programme outline,<sup>4</sup> the second point discussed on parent conferences states: "That the programme should not involve extra pressures for the child either at home or at school."



Parental Opinions Concerning Advantages of Acceleration.

These advantages are arranged in decreasing order of frequency of occurrence. In brackets are the number of parents who expressed each opinion.

1. Acceleration keeps the students vitally interested and intellectually stimulated, thus decreasing boredom. (190)
2. Acceleration challenges the true potential of the child, thus preventing laziness. (162)
3. Acceleration gives the child an opportunity to progress at a speed consistent with his ability. (65)
4. If a child is older (January to March birthdate) acceleration enables him to "catch up" his lost year. (62)
5. Acceleration gives a child an incentive to work and a sense of accomplishment and happiness. (49)
6. A child takes pride in being accelerated and thus works harder to get good marks to be a success. (47)
7. Acceleration enables a more mature or larger child to move up to a group of children who are a nearer match for his maturity or size. (46)
8. Acceleration gets a child through school faster, thus making it possible for him to take a more





extensive course in his high school or university. (45)

9. Acceleration prevents brighter children from being exposed to the continual repetition which is necessary for slower children. (19)
10. Acceleration is a better programme than grade skipping as the child does not miss any of the courses or content. (8)

#### Parental Opinions Concerning Disadvantages of Acceleration

These disadvantages are arranged in decreasing order of frequency of occurrence. In brackets are the number of parents who expressed each opinion.

1. Acceleration takes the child out of his own age group, placing him beyond his physical development. (87)
2. Children in the accelerated programme are under strain and develop nervous tension. (86)
3. Smaller accelerated children have a disadvantage in sports and other activities. (53)
4. Acceleration makes it necessary to give too much extra home study or other help, especially in arithmetic. (46)
5. Acceleration leads to frustration caused by lowered gradings when competing with non-accelerants in the regular programme. (46)



6. Accelerated children are often pushed to "keep up", causing undue pressure, unhappiness, tiredness, and fearfulness. (44)
7. Acceleration creates antagonisms, upsets, and jealousy in the family and with other children. (41)
8. Acceleration leads to a constant social struggle due to the child being removed from his own age group, with too much often expected of him. (40)
9. Accelerants often are unable to handle outside activities, wholly or in part (all work and no play). (40)
10. Accelerants are not or may not be ready to participate in social functions at the Junior High school level. (36)
11. Acceleration tends to force rapid maturing, giving children older ideas and causing them to demand the same privileges as their older classmates. (32)
12. Acceleration often causes the child to lose the friends in his own age group. (29)

#### Some General Parental Comments

These comments are arranged in decreasing order of frequency of occurrence. In brackets are the number of parents who expressed each opinion.





1. Children should be given additional work and kept in their own age and social group. (51)
2. Only those children with very high I.Q.'s should be accelerated, with enrichment for others. (18)
3. Children are accelerated at too early an age. It would be better in later grades. (15)
4. Children should be chosen for acceleration by a neat balance of emotion, intelligence, health, and ambition, and thus carefully screened. (14)
5. Accelerants should be kept together by gathering them at a central school into one class. (13)
6. There should be no acceleration for children with birthdays in the latter part of the year. (10)

## II. MAJOR CONCLUSIONS

1. The majority (77.1 per cent) of parents of accelerated students accepted the programme.
  - a) Parents of Grade IV accelerants were significantly more accepting of acceleration than were those of either Grade VII or Grade VIII accelerants.
  - b) Parents of older accelerants with higher I.Q.'s were the most accepting, while those of younger accelerants with lower I.Q.'s were the least accepting.



- c) The sex of the accelerant had little, if any, influence on parental acceptance.
  - d) Parents in the middle socio-economic group were the most accepting.
2. The majority of the parents were of the opinion that the child's health, social relationships, participation in outside activities, and acceptance of responsibilities had not been affected due to acceleration.
3. In the opinion of the parents:
- a) The greatest advantages of the accelerated programme were that it challenges the true potential of the child and enables him to progress at a speed consistent with his ability.
  - b) The most evident disadvantages were the social, emotional, and physical handicaps created by removing the child from his own age group.

### III. LIMITATIONS OF THE STUDY

There are sources of error that occur in any survey. In interpreting the data the following limitations were accepted as unavoidable.

1. Certain inherent weaknesses in the questionnaire





technique for research purposes must be recognized:

- a) Construction of the questionnaire poses many problems. How many questions will the public answer willingly? What types of questions elicit the most acceptable responses? How are affirmative and negative questions weighted to avoid influencing the respondents' decisions? Is the wording biased? These questions were carefully considered in the process of refining the instrument.
- b) There is an ever-present danger that respondents will fail to interpret the questions as intended. Where it was possible to ascertain this, the answers to such questions were deleted from the estimates.
- c) In this particular study, it is possible that some parents of accelerants in higher grades found it difficult to remember the effect the programme had had on the child from the time he became an accelerant.
- d) A normal public antipathy toward questionnaires often leads to insufficient consideration of the questions presented in a study. Respondents often answer at random just to "get it out of the way".



2. It is possible that some parents of the accelerants answered the questions in "socially desirable" ways. However, an examination of the questionnaire responses did not seem to indicate this was the case. The opinions expressed by the respondents showed they possessed strong convictions either in support of or in opposition to the programme.
3. The stage of the child's development at the time the questionnaire was answered may have had considerable bearing on the attitude of the parent, thus influencing the answers which might have been quite different at a preceding or future date.
4. Since this is not a comparative study, it is possible that parents of non-accelerants might also have "detected" similar emotional disturbances as those observed by parents of accelerated students. Although this probability exists, parents expressed definite opinions that much of the emotional stress was caused by pressures created by the more challenging demands of acceleration.
5. Did both parents share the same opinion on acceleration? This was difficult to determine since





in some cases the fathers were the respondents, in others the mothers, and in still others both parents.

#### IV. INTERPRETATIONS AND IMPLICATIONS

1. Since the Calgary School Board accelerated programme was accepted by seventy-seven per cent of the parents of accelerated students, and since the percentage of parental acceptance met the expectations of the Calgary superintendents\*, it is apparent that this programme has sufficient public and administrative support to justify its continuation.
2. The findings of the comparative study<sup>5</sup> to evaluate the effectiveness of the accelerated programme showed that the accelerants compared favorably both academically and socially with an intellectually matched group. As the present study indicated that a significant number of parents accepted the programme, its findings appear to complement those of the comparative study, and thus validate the evidence of the success of acceleration.

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\*Superintendent--50 per cent acceptance; Assistant Superintendent in charge of Secondary Schools--75 per cent; Assistant Superintendent in charge of Elementary Schools--75 per cent.





3. There is likely no accelerated programme at present that meets the expectations of all parents. However, as Laycock indicates, the decision to accelerate a child should be based on the assumption that it is the best available means of meeting the child's needs, and not on the theory that it is the perfect method.<sup>6</sup> An examination of the parents' comments indicated that, although the majority had accepted the accelerated programme, emotional problems, social displacement, and physical handicaps were of concern. Many implied that a programme, whereby a child could remain within his own age group but receive intellectual stimulation (enrichment), might alleviate these problems. Thus, to a degree, acceleration had been accepted by these parents because it was the only available programme offered to meet the needs of the above-average child.
4. Evidence from the research indicates that in the opinion of a minority group of parents the following adjustments in the criteria of acceleration seem advisable: (1) only those children with very high I.Q.'s should be accelerated; (2) a more careful screening of candidates for acceleration would help to prevent those children whose



temperament and work skills were incompatible with the demands of the programme from gaining admittance; and (3) children with birthdates in the latter part of the year should not be allowed to enter acceleration.

However, in revising the criteria for acceleration, it is necessary for the school administrators to proceed with caution as a vociferous minority could appear to be a significant majority. But in a democratic society the wishes of a minority deserve respect and consideration. Therefore, the school administrators have taken steps to adjust the criteria of acceleration for the benefit of all concerned.

In an attempt to overcome the first screening problem, the administrators have divided the prospective candidates into two groups: (1) those with I.Q.'s on or above 125 on both Detroit Tests, and (2) those whose I.Q.'s are below 125 on either one or both Detroit Tests. When the child's qualification for acceleration is reported to the parents, the possibility of those with lower I.Q.'s (below 125) facing greater difficulties in handling the programme is emphasized by the school principal.





The second problem of effective screening for acceleration might be attributed to the fact that it is difficult to identify accurately potential acceleration candidates at the Grade I level.

A solution to this problem as suggested by some parents was acceleration at a higher grade level.

5. Non-accepting parents implied that acceleration was not important enough in a child's life to warrant subjecting him to the emotional and social problems that almost inevitably developed because of the age differential.
6. The problem of only one or two accelerants in a classroom of thirty non-accelerants is a real one. The children are often not getting the amount of time they required, because the giving of special instruction for one or two by a teacher in an already full class, is difficult. Work might prove uninteresting and noncompetitive from the viewpoint of the child, who would more than likely be happier in the regular stream.

#### V. RECOMMENDATIONS FOR FURTHER RESEARCH

To further understandings in this area of education, the investigator recommends:

1. That a study be implemented to determine more



carefully the selection of candidates for the programme in order to avoid accelerating children: (1) who are prone to emotional and social disturbances, (2) who have health problems, (3) who are immature, and (4) who are small in physical stature.

2. That a survey be made of all principals and teachers involved in the handling of the programme, to ascertain their opinions concerning its strengths and weaknesses. Such a study would supplement and undoubtedly parallel to a great degree the present investigation.
3. That a study be made of students who qualified for entrance to the programme but were withheld from acceleration on the advice of the school or at the parents' request.
4. That a continuation of the present study be made to follow the accelerated student through to the completion of the Grade XII programme. This would make it possible to determine parental opinions of acceleration as it had influenced the child's total school career.
5. That future research on parental opinions encompass the views of both the mother and the father to determine whether or not there is a variation in parental acceptance within the family.



6. That a comparative study be made, using an intellectually matched group of non-accelerants, to determine to what extent the problems attributed to acceleration may also be experienced by the child in the regular stream.





FOOTNOTES--CHAPTER V

<sup>1</sup>See Appendix E.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>See Appendix C.

<sup>5</sup>See Appendix D.

<sup>6</sup>Laycock, op. cit., p. 53.



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## APPENDICES

- A. Letters to the Parents and Directives to the Principals.
- B. Questionnaire to Parents of Students in the Accelerated Programme.
- C. Calgary School Board Division I Accelerated Programme.
- D. Calgary School Board Report on Division I Accelerated Programme to the General Guidance Committee, December, 1961.
- E. Table XI, Selected Parents' Comments Favorable to Acceleration.  
Table XII, Selected Parents' Comments Unfavorable to Acceleration.
- F. Actual Parental Comments.



## APPENDIX A

LETTERS TO THE PARENTS AND DIRECTIVES  
TO THE PRINCIPALS

## I. LETTER WHICH WAS ATTACHED TO QUESTIONNAIRE

Dear Parent:

You will find attached to this letter a copy of a questionnaire concerning children in the Accelerated Program. The Calgary School Board is planning to evaluate the Accelerated Program from the parents' point of view. Would you read this questionnaire carefully and fill it out as accurately as possible and return it in a sealed envelope to the school your child attends?

Could we have the form back by \_\_\_\_\_ if at all possible? Your assistance will be much appreciated.

Yours very truly,

\_\_\_\_\_  
Principal





II. LETTER WHICH WAS ATTACHED TO QUESTIONNAIRE TO THE PARENTS WHO HAD CHILDREN WITHDRAWN FROM THE PROGRAM OR WHO HAD CHILDREN HELD BACK A YEAR IN DIVISION II ON THEIR OWN OR ON THE PRINCIPAL'S REQUEST.

Dear Parent:

You will find attached to this letter a copy of a questionnaire concerning children in the Accelerated Programme. The Calgary School Board is planning to evaluate the Accelerated Programme from the parents' point of view.

We feel that in order to make this evaluation as comprehensive as possible, the experiences of all children who have been in the Accelerated Programme should be included. Since your child was in the programme but has now been withdrawn, your opinions will add some valuable information to this study. Will you please answer these questions as they applied to your child while he/she was in the programme?

Could we have the form back by \_\_\_\_\_ if at all possible? Your assistance will be much appreciated.

Yours very truly,

\_\_\_\_\_  
Principal



### III. DIRECTIONS TO THE PRINCIPALS FOR HANDLING THE QUESTIONNAIRE.

1. Would each principal compile a numbered list of the accelerants in his/her school? Before sending the questionnaire home, place the pupil's corresponding number on the first page of the questionnaire NOT on the letter to the parents as this may be torn off.

2. When the questionnaire has been returned, would you place the following information on the top of the first page of the Questionnaire:

(1) name of your school

(2) name, sex, grade, birthdate, and address of the pupil.

(3) above or below to indicate whether the pupil has scored above or below 125 on each of the Detroit Beginners and the Detroit Advanced Tests. Use the unconverted scores.

(4) Father's occupation.\*

3. Please forward the completed questionnaires to:

W. Harper, Principal,  
Kingsland School,  
75 Ave. & 5th St. S.W.  
Calgary.

Thank you for your co-operation.

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\*This was asked for only in the junior high school as new record cards are made for students when they enter junior high. Therefore, the occupations entered on these record cards will be quite up-to-date. To assure up-to-date occupational information in the Elementary Grades, Henderson's Guide, 1960 edition was used.





IV. REQUEST TO PRINCIPALS FOR WITHDRAWALS FROM  
THE PROGRAM.

Would you please check your file on Accelerated Pupils to determine whether you have any students who entered the programme but were later withdrawn in either Division I or Division II.\* In order to obtain an accurate count, it will be necessary to know that all schools have been contacted. If you find you have no withdrawals would you please enter "0" in the appropriate space and return the slip to the address listed below.

Thank you for your co-operation.

School \_\_\_\_\_ Withdrawals \_\_\_\_\_

Please return the slip to:

W. Harper, Principal,  
Kingsland School,  
75 Ave. & 5th St., S.W.  
Calgary.

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\*The Primary Supervisor indicated there were no withdrawals from the Accelerated Programme in Division II as students had now entered the regular stream. This point was clarified when the principals accepted the fact that certain accelerants were held back a year in this division because of difficulties they encountered in these grades.





APPENDIX B  
QUESTIONNAIRE TO THE PARENTS OF STUDENTS  
IN THE ACCELERATED PROGRAM

The accelerated program has been in effect in Calgary schools for the past six and one-half years. During that time attempts have been made to assess its strengths and weaknesses. This has been undertaken in the schools and has been carried out through various testing programs. To date, there has been no attempt to evaluate acceleration from the standpoint of the parents and other members of the family where there is an accelerated child.

We are submitting this questionnaire to parents in the hope that they will give specific information and frank opinions which can be used as one measure of the merits and limitations of the accelerated program. We trust that you will be prepared to give thoughtful consideration to the answers on this questionnaire. Your co-operation will be appreciated and your time may prove to have been well spent when the results of this survey have been assessed.

INSTRUCTIONS:

1. Each question marked (a) is to be answered with YES or NO.
2. Each question marked (b) is to be answered in the space provided when you can supply specific information.



PARENT OBSERVATIONS ON THE VALUE OF ACCELERATION

Answer questions as they apply to your child this year.

Health Factors

1. (a) Have you noticed any change in the sleeping habits of your child after entering the accelerated program? \_\_\_\_\_

(b) What change did you observe? \_\_\_\_\_

.....

2. (a) Have you noticed any change in the eating habits of your child after entering the accelerated program? \_\_\_\_\_

(b) What change did you observe? \_\_\_\_\_

.....

3. (a) Do you feel that the accelerated program has had any effect on the general health of your child? \_\_\_\_\_

(b) What change did you observe? \_\_\_\_\_

.....

4. Do you feel that your child was often over-tired because he or she was accelerated? \_\_\_\_\_

Social Adjustment in the Home

5. (a) After your child was accelerated, did you observe any change in the relationship between the accelerant and other members of the family? \_\_\_\_\_

(b) What change did you see? \_\_\_\_\_

.....





6. (a) Has the fact that your child was accelerated created any problems in the family relationship? \_\_\_\_\_

(b) What change did you see? \_\_\_\_\_

.....

#### Social Relationships with Others

7. (a) Did your child develop problems with friends over his/her being accelerated? \_\_\_\_\_

(b) What actually happened? \_\_\_\_\_

.....

8. Did your child make friends more easily after he/she became an accelerant? \_\_\_\_\_

9. (a) Was your child accepted by his/her new classmates after the Grade III year? \_\_\_\_\_

(b) If your answer to 9(a) was "No", what do you think was responsible for his/her non-acceptance by the group? \_\_\_\_\_

.....

#### Effect upon Normal Activities of the Child

10. (a) Was your child able to take music, dancing, speech-training, etc. the same as if he/she had not been accelerated? \_\_\_\_\_

(b) What activities did your child have to discontinue because he/she was an accelerant? \_\_\_\_\_

.....



11. (a) Was your child able to enjoy such activities as skating, swimming, church groups, Cubs, Brownies etc. while he/she was an accelerant? \_\_\_\_\_

(b) What activities had to be dropped or were not included because of pressures from acceleration? \_\_\_\_\_

.....

12. (a) Was it necessary at any time for you to give considerable assistance to your child at home in order that the child could remain in the accelerated program? \_\_\_\_\_

(b) What was the nature of the help you gave and how much was given? \_\_\_\_\_

.....

#### Effect upon Acceptance of Home and Community Responsibilities

13. (a) Did you see any evidence that being in the accelerated program interfered with your child carrying out the normal duties at home, such as making his/her own bed, tidying his/her room, doing dishes, emptying garbage etc. \_\_\_\_\_

(b) What duties had to be performed by others because the accelerant was unable to do them? \_\_\_\_\_

.....

14. (a) Do you see any evidence that your child accepted greater responsibilities in the home which could be traced to being an accelerant? \_\_\_\_\_



(b) What evidence did you see? \_\_\_\_\_

.....

15. (a) Did you at any time discover your child offering additional leadership at home or in the community resulting from his/her experiences in the accelerated program? \_\_\_\_\_

(b) What evidence did you see? \_\_\_\_\_

.....

16. (a) Was your child made happier by being an accelerant? \_\_\_\_\_

(b) What evidence did you see? \_\_\_\_\_

.....

17. (a) was your child ever made unhappy because of being an accelerant? \_\_\_\_\_

(b) What incident took place? \_\_\_\_\_

.....

18. (a) Did you ever see indications that your child was under extra nervous strain because of being an accelerant? \_\_\_\_\_

(b) What did you see? \_\_\_\_\_

.....

Parent Observations on the Value of Acceleration

19. (a) If you had the decision to make again, would you consent to your child being accelerated? \_\_\_\_\_

(b) Give your reasons.

.....





20. What do you consider to be the good points of acceleration?

.....

21. What do you feel to be the faults of acceleration?

.....

.....

PLEASE FEEL FREE TO WRITE ON THE BACK OF THIS PAPER.



APPENDIX C

CALGARY SCHOOL BOARD

DIVISION I ACCELERATED PROGRAM

I. ESTABLISHING THE PROGRAM	-	Page 122
II. PUPIL SELECTION	-	Page 129

April, 1959.





CALGARY SCHOOL BOARD

April, 1959.

DIVISION I ACCELERATED PROGRAMI. ESTABLISHING THE PROGRAM

The Division I Accelerated Program was initiated in the Calgary Public Schools in September, 1954. It has two basic purposes:

1. To provide additional challenge and opportunity for pupils whose rate of development is considerably above average.
2. To provide pupils with slightly better than average ability and who have an older than normal school-starting age with an opportunity to catch up with children of their own age group.

Following a year's extensive study of various plans for meeting the needs of gifted children, two working committees were set up in the fall of 1954.

A. PROGRAM COMMITTEE

A committee composed of principals and Division I teachers outlined an accelerated program which would enable rapid learners to complete Grades I, II and III in two years. Time allotted to cover the work of each grade was as follows:

Grade I	- September to April 30th	{ 8 months }
Grade II	- May 1st to December 31st	{ 6 months }
Grade III	- January 1st to June 30th	{ 6 months }

The following outline is a statement of minimum objectives for each grade level in the two-year program.

1. Reading

One of the following series is used for basic instruction. These grids indicate the approximate date at which the Accelerated groups will complete each reader in the instructional series.



(a) New Curriculum Foundation SeriesGrade I (September to April 30)

Pr. Primer I	Pr. Primer II	Pr. Primer III	Primer	Book I
Oct. 4	Oct. 25	Nov. 12	Feb. 15	April 30

Grade II

<u>May &amp; June</u>	<u>September - December</u>	
Book II Level I	Book II Level 1	Book II Level 2
June 30 Page 142	Complete Oct. 6	Dec. 23

Grade III (January to June 30)

Book III Level 1	Book III Level 2
Mar. 31	June 30

(b) Ginn Basic SeriesGrade I (September to April 30th)

Pr. Primer I	Pr. Primer II	Pr. Primer III	Primer	Book I
Oct. 15	Nov. 15	Dec. 30	March 15	April 30

Grade II

<u>May &amp; June</u>	<u>September - December</u>	
Book II Level 1	Book II Level 1	Book II Level 2
End of Unit VI June 30	Sept. 30	Dec. 30





Grade III (January to June)

Book III Level 1	Book III Level 2
March 30	June 30

(c) Reading for Meaning SeriesGrade I (September to April 30)

Pr. Primer I	Pr. Primer II	Pr. Primer III	Primer	Book I
Oct. 25	Nov. 20	Dec. 7	Feb. 15	April 30

Grade II

<u>May &amp; June</u>	<u>September - December</u>	
Book II Level 1	Book II Level 1	Book II Level 2
June 30 Page 178	Sept. 20	Dec. 23

Grade III (January to June 30)

Book III Level 1	Book III Level 2
March 30	June 30

2. ArithmeticGrade I - September to April 30.MAKING SURE OF ARITHMETIC - Book I

- (a) Enumeration and counting by 1's to 100.
- (b) Knowledge of the place of separate numbers in the series to 50.
- (c) Oral use of the ordinals to tenth.
- (d) Recognition of groups of objects to 4 and of regular patterns of objects to 6 or 7.
- (e) Reading and writing the numerals to 50.





- (f) Introduction of the understanding of ten as the basis of the number system.
- (g) Intelligent control of the addition and subtraction facts through 8.
- (h) Understanding and use of processes of addition and of subtraction.
- (i) Reading and writing the combinations horizontally and vertically.
- (j) Possession of a small reading vocabulary of number words and symbols.
- (k) Appreciation of the social value of Arithmetic.

N.B. It should be noted that the arithmetic program for top grade I groups, from which accelerated pupils are selected, is more extensive than that for other groups. Making Sure of Arithmetic - Book I is used but it must be supplemented by the teacher to ensure coverage of all the items listed above.

Grade II - May to June 30.

MAKING SURE OF ARITHMETIC - Book II

- (a) Counting by 5's and 10's to 100.
- (b) Reading and writing of the numbers from 50 to 100.
- (c) Review knowledge of the place of the separate numbers in the series from 1 to 50.
- (d) Review and continue the understanding of 10 as the basis of the number system.
- (e) The review of addition and subtraction facts through 8 and introduce 9 and 10.
- (f) 7 in Bulletin II. First Term - page 118
- (g) 8 in Bulletin II.
- (h) Oral problems based on the above concepts.
- (i) One, Two, and Three column addition without carrying.
- (j) Checking addition.
- (k) Understanding  $\frac{1}{2}$  as applied to single objects.
- (l) Telling time in hour and  $\frac{1}{2}$  hour spaces.
- (m) 11 in Bulletin II. First Term - page 119
- (n) 12 in Bulletin II.

Grade II - September to December 30

STUDY ARITHMETIC - Book III to Page 151

- (a) Counting by 2's to 24 and by 3's to 36.
- (b) Knowledge of the place of separate numbers in the series from 50 to 100.



- (c) Intelligent control over the addition and subtraction combinations through 18.
- (d) 4 in Bulletin II - Second Term - page 119.
- (e) Understanding of 0 as a place holder.
- (f) 6 in Bulletin II - Second Term - page 119.
- (g) Oral and Written problems based on the above concepts.
- (h) One, two, and three column addition with carrying to sums of 18.
- (i) Checking addition.
- (j) Higher decade addition and subtraction (bridging the decades).
- (k) 9 as in Bulletin II - Second Term - page 119.
- (l) Use of  $\frac{1}{3}$  and  $\frac{1}{4}$  to apply to single objects.
- (m) Telling time in quarter hour and five minute spaces.
- (n) Use of numbers in money.
- (o) Reading and writing Roman Numerals to XII.
- (p) 12 as in Bulletin II.
- (q) 13 as in Bulletin II. Second Term - page 119.

N.B. As in grade I the Arithmetic course for accelerated children is more extensive than for regular grade II's. Accelerates are supplied with Making Sure of Arithmetic - Book II and, in addition, are expected to complete the first 151 pages of Study Arithmetic - Book III.

The following points should be noted in this regard:

1. Making Sure of Arithmetic - Book II

Because of the extended program in grade I accelerated children will have covered the material included in the first 79 pages before being promoted to grade II. It should not be necessary for them to do this section of the workbook page by page. It is advisable to do only those exercises in which the group requires further practice. The other pages should be used for maintenance as needed throughout the grade II period.

2. Study Arithmetic - Book III

(a) Pages 1 - 87:

These pages review regular grade II work that accelerated pupils will have covered before moving into the book. As in the first part of







Making Sure of Arithmetic - Book II it should not be necessary to cover the work page by page. The teacher should adapt its use to the needs of the group.

(b) Pages 88 - 151:

These pages present the new concept required for the extended section of the Grade II Program for accelerated pupils.

Grade III - January to June 30

STUDY ARITHMETIC BOOK III - COMPLETE

Content:

(a)	Subtraction.	} As outlined in Bulletin II pages 119 and 120.
(b)	Multiplication.	
(c)	Division.	
(d)	Interpreting numbers.	
(e)	Fractions.	
(f)	Money.	
(g)	Problem solving.	
(h)	Measurement.	
(i)	Quantitative thinking.	

3. Spelling

Grade I

No formal spelling is taught in Grade I.

Grade II

May and June - 12 lessons.  
September to December - 24 lessons.

Grade III

36 lessons in 6 months.

4. Writing

The regular printing program will be followed in all grades. The transfer from printing to writing should be made at approximately the time pupils begin their Grade III work.



## 5. Other Subjects

The accelerated pupils will participate in regular class activities in other subjects. As children in this group are capable of appreciating wider experiences than are children in other groups every means should be utilized to enrich the program for them.

### B. COMMITTEE ON ORGANIZATION

A committee of principals studied the various types of school organization which would best accommodate accelerated groups. The following recommendations were made:

1. In schools where there is more than one Grade One class, the three top groups should be in the same room. This facilitates the transfer of pupils from one group to another in preparation for acceleration.
2. Accelerated pupils in Division I should always be placed with high or fast moving regular pupils. This would apply whether they are with Grade Two or Grade Three pupils.
3. Children in the accelerated group should spend their first year in a Grade One class with the same teacher. They should not be transferred to a Grade Two room in May when promoted to Grade Two. Many schools have found that having a teacher carry the same Accelerated Group through Grades One, Two and Three is worthwhile. In other words, two primary teachers could cycle, taking Grade One in alternate years.
4. In Division I organization, pupils who are accelerated must be treated as separate groups, and cannot be absorbed into the regular stream.

### Accelerated Pupils Entering Division II (Grades IV, V and VI)

It is to be expected that there will be a wide range of achievement among accelerated pupils entering Division II. Included in this group are:

1. Children of I.Q. whose rate of development is considerably above the average. After an initial period of adjustment, these pupils will likely continue at a high level of performance.





2. Children who in the initial selection barely qualified on the basis of age, mental ability, and achievement. Their performance in Division II will likely range from average to high average.
3. Older children with slightly better than average ability who have been given the opportunity to accelerate their grade placement to a level comparable with their mental age. Division II performance within the average range might reasonably be expected of them.

Division II teachers receiving accelerated pupils should be made aware of this wide range of individual differences so that uniformity in achievement and adjustment is not expected.

Accelerated pupils need not be held together as a group in Division II, but rather should be absorbed into the regular stream on the basis of test results and teacher evaluation. The Grade III term tests could be used to assist in Division II placement.

It is wise to avoid placing accelerated pupils in Grade IV in a Grade V room because of age differences up to two years.

## II. PUPIL SELECTION

The following criteria was accepted as a general guide for the selection of candidates for acceleration:

1. Evidence of mental capacity.
2. Evidence of achievement.
3. Evidence of emotional and social adjustment.
4. Evidence of good health.

### A. MENTAL CAPACITY

1. The Detroit First-Grade Intelligence Test is given to all Grade I pupils in September. Those children who meet the following criteria are potential candidates for the Accelerated Program.

<u>I.Q. or P.L.R.</u>	<u>Minimum Chronological Age</u>	<u>Minimum Mental Age</u>
125 and up	5 - 8	7 - 1
123 - 124	5 - 9	7 - 1
121 - 122	5 - 10	7 - 1
120	5 - 11	7 - 1





(continued)

<u>I.Q. or P.L.R.</u>	<u>Minimum Chronological Age</u>	<u>Minimum Mental Age</u>
119	6 - 0	7 - 2
118	6 - 1	7 - 2
118	6 - 2	7 - 3
117	6 - 3	7 - 4
117	6 - 4	7 - 4
116	6 - 5	7 - 5
114 - 115	6 - 6	7 - 5
113	6 - 7	7 - 5
111 - 112	6 - 8	7 - 5
110	6 - 9	7 - 5

NOTE: I.Q.'s from 110 - 115 are included to give pupils with an older than normal school-starting age a chance to catch up.

2. The Detroit Advanced First-Grade Intelligence Test is given to all Grade I's early in February. Children who meet the following criteria are potential candidates for the Accelerated Program.

<u>I.Q. or P.L.R.</u>	<u>Minimum Chronological Age</u>	<u>Minimum Mental Age</u>
124 and up	6 - 2	7 - 3
123	6 - 3	7 - 3
121 - 122	6 - 4	7 - 3
119 - 120	6 - 5	7 - 3
118	6 - 6	7 - 3
116 - 117	6 - 7	7 - 8
116	6 - 8	7 - 9
116	6 - 9	7 - 10
116	6 - 10	7 - 11
116	6 - 11	8 - 0
115	7 - 0	8 - 1
114	7 - 1	8 - 1
113	7 - 2	8 - 1
111 - 112	7 - 3	8 - 1
110	7 - 4	8 - 1

NOTE: As above the I.Q.'s 110 - 115 are included to give pupils with an older than normal school-starting age a chance to catch up.

3. Children who have widely differing I.Q.'s on the above group tests are tested individually before being admitted to the program.



## B. ACHIEVEMENT

Achievement tests in reading and arithmetic are given to all grade I pupils in March.

1. Reading - The following Dominion Tests are used to determine achievement in reading.

### Achievement Tests in Silent Reading - Primary, Grade I

- Type I - Word Recognition
- Type II - Phrase and Sentence Reading
- Type III - Paragraph Reading Test

### Minimum Requirements for Acceleration:

- a. Grade scores on each test of at least 1.7
- b. A total grade score of 6.0 on the three tests.

2. Arithmetic - Calgary School Board Grade I Achievement Tests in Arithmetic

### Tests in Arithmetic

- Test I - Understanding Numbers
- Test II - Computation and Problem Solving

### Minimum Requirements for Acceleration:

- a. A total raw score of 50 on the two tests.  
This is a grade score of 2.0.

## C. EMOTIONAL AND SOCIAL ADJUSTMENT

Teachers and principals are requested to observe Grade I children carefully for any symptoms of abnormal emotional or social behavior which would make it difficult for a child to adjust satisfactorily to the Accelerated program. Among suggested types of unsatisfactory behavior are:

1. Excessive crying when not given his own way or when corrected.
2. Excessive shyness or withdrawing from participation in class or group activities.
3. Tenseness or fearfulness in his attitude to other children or adults.
4. Excessive aggressiveness in dealing with other children.





#### D. HEALTH

Children were also observed for any evidence of persistent poor health which might handicap them.

#### E. PARENT CONFERENCES

The consent of the parents is obtained before pupils are placed in the Accelerated Program. Principals hold conferences with the parents involved to discuss the following points.

1. That it might be undesirable for the child to be placed in the program if there is an indication of social or emotional immaturity or if a health problem exists.
2. That the program should not involve extra pressures for the child either at home or at school.
3. That it should not be necessary to curtail normal activities of the child, such as, music, dancing, skating, etc.
4. That the parent may withdraw the child from the program when and if such action seems desirable.



## APPENDIX D

CALGARY SCHOOL BOARD

December 13, 1961

REPORT ON DIVISION I ACCELERATED PROGRAM  
TO THE GENERAL GUIDANCE COMMITTEE

Mr. Chairman, Ladies and Gentlemen:

When the Division I Accelerated Program was introduced in 1954 a central committee was set up to oversee its general operation. This committee had three purposes:

1. To maintain throughout the system a uniform practice of selecting pupils for acceleration.

To achieve this purpose the following procedure has been established:

In March of each year, at the conclusion of the Grade I testing program, each school submits to the committee a list of "possible candidates for acceleration". The ability rating, scores on achievement tests, and the emotional, social and health status of each candidate is included. These are reviewed by the committee and recommendations made to each school principal before parent conferences are held.

2. To undertake a continuous evaluation of the program in terms of pupil achievement and growth.
3. To review the program from time to time and recommend modifications when deemed necessary.

Following is data concerning the program and the results of a comparative study undertaken by the committee - 1955 to May, 1960.

A. TESTING PROGRAMS AND CORRELATED DATA (Grade I -III)

1. Grade I (March of each year)

Table 1 indicates the number and percentage of Grade I pupils accelerated and promoted to Grade II on May 1st of each year.





TABLE 1

	<u>1955</u>	<u>1956</u>	<u>1957</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>
Number	248	264	320	327	369	411	551
Percentage of the total Grade I enrolment	8.2	8.4	10.6	8.96	9.4	9.65	12.1

2. Grade II (December of each year)

\*(a) Testing Program

Pupils entering the accelerated program on May 1st of any year are promoted to Grade III on January 1st following. Before such promotions are made all accelerated groups are retested. The tests used are:

Dominion Reading Tests in Silent Reading, Grade II and III -

Type 1. - Vocabulary Test

Type 2. - Diagnostic Test in Paragraph Reading

The purpose of the retest is twofold:

- i. To determine the general progress of the group as a whole.
- ii. To detect individual pupils who may be finding difficulty in "keeping-up" in the program.

(b) Table 2 summarizes the grade-equivalent scores achieved by the accelerated groups in December, 1955 - 1960.

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\*The last four pages on the Calgary School Board Division I Accelerated Program were not included in Appendix C because the material in this outline is similar. This section from the last four pages of the aforementioned outline was included for clarification.





TABLE 2

<u>Vocabulary</u>	<u>1955</u>	<u>1957</u>	<u>1959</u>	<u>1960</u>
Median				
grade score	3.7	4.0	4.2	4.1
Range in				
grade scores	1.7 to 5.2	2.3 to 5.3	2.3 to 5.3	1.9 to 5.3
Highest possible				
grade score	5.3	5.3	5.3	5.3
<u>Paragraph</u>				
Median				
grade score	4.0	4.0	4.1	4.1
Range in				
grade scores	2.1 to 4.6	2.1 to 4.6	2.3 to 4.6	2.1 to 4.6
Highest possible				
grade score	4.6	4.6	4.6	4.6

Marginal Cases

A study of individual scores indicated that a number of pupils in each year were marginal cases, that is, they did not achieve on the reading tests a combined grade score of 6.0 on the two tests or were somewhat below a grade score of 3.0 on one test. Principals were requested to interview the parents of these children and discuss the advisability of them continuing in the program.

Table 3 indicates the number of marginal cases and the number of pupils withdrawn from the program following principal-parent conferences in December of each year.

TABLE 3

	<u>1955</u>	<u>1957</u>	<u>1959</u>	<u>1960</u>
Number of cases	19	17	19	23
Number withdrawn	10	6	2	8

3. Grade III (3rd week of May each year)

All grade III pupils including the Accelerated group are tested in June. The following tests are used:



\*Dominion Achievement Tests in Silent Reading  
Grade III and IV

Type - II - Diagnostic Test in Paragraph Reading

\*Measuring Power in Arithmetic - Robert Lee Martan

Part I - Understanding Arithmetic

Part II - Using Arithmetic Accurately

Part III - Solving Problems.

\*Spelling Test - locally constructed

B. EVALUATING THE PROGRAM

Step 1:

In June, 1956, a comparative study was begun to evaluate the effectiveness of the Accelerated Program. Three groups of Grade III pupils were selected as follows:

1. The total Accelerated group (I.Q. above 115). These children completed the Division I program in two years.
2. A matched group of equal number (I.Q. above 115) who had spent three years in Division I. These children were one year older than the accelerated group.
3. An average group of equal number (I.Q. from 85 to 115) who had spent three years in Division I and who were one year older than the accelerated group.

Grade III test results were analysed to determine if there were any differences in the achievement among the three groups. The study indicated the following:

1. Where the accelerated and average groups were concerned, the accelerated pupils were found to be superior in every aspect tested.
2. Where the accelerated and matched groups were concerned, the matched group was found to be superior.

---

\*The last four pages on the Calgary School Board Division I Accelerated Program were not included in Appendix C because the material in this report is similar. This section from the last four pages of aforementioned outline was included for clarification.







3. A further study was made to eliminate the factor of age in comparing the accelerated and matched groups in reading achievement. When this was done there were no significant differences found between the accelerated and matched groups.

### Step 2:

In June, 1957, the Stanford Achievement Test Battery was administered to all Grade IV pupils, including the above groups. The following comparisons were noted:

1. There were no significant differences between the accelerated and matched groups in reading or in spelling.
2. The matched group was superior to the accelerated group in arithmetic and language, with differences in arithmetic being significant at the 5% level and the differences in language at the 1% level.
3. In each case the accelerated group was superior to the average group in reading, spelling, language and arithmetic, with the latter three being significant at the 5% level and the former at the 1% level.
4. The Average Battery Medians for the three groups were:
  1. Accelerated Group - Grade 6.4
  2. Matched Group - Grade 6.5
  3. Average Group - Grade 5.8

### Step 3:

#### I. TEST OF SOCIAL MATURITY

In the spring of 1958 a sociometric device was used to compare the social maturity of the accelerated group in Grade V with the rest of the Grade V population. On the basis of the results obtained no significant differences were apparent.

#### II. STANFORD ACHIEVEMENT TEST BATTERY

In June, 1958, the Stanford Achievement Test Battery was administered to all Grade V pupils including the Accelerated, Matched and Average groups. The comparisons were as follows:

1. There was no significant difference between the Accelerated and Matched groups in reading or in spelling. The means of the Accelerated group were higher than the Matched group but not significantly so.



2. There were no significant differences between the Matched and Accelerated Groups in Arithmetic and Language, however, the means of the Matched Group were slightly higher.

3. The Accelerated group was superior to the Average group in Reading, Spelling, Language, and Arithmetic with the differences significant at the 1% level.

4. The average battery medians for the three groups were:

Accelerated Group	- Grade 7.7
Matched Group	- Grade 7.9
Average Group	- Grade 6.7

#### Step 4:

### I. TEST OF SOCIAL MATURITY, PERSONALITY AND ATTITUDES

At the end of Grade VI in June, 1959, a sample of accelerated and regular children was compared on the Social Distance Scale, the California test of Personality and the Junior Attitude Scale (a test of Personal and Social Adjustment devised by the Supervisor Dr. C. Safran). The groups were also tested on the Stanford Achievement Battery.

1. The results on the Social Distance Scale revealed no differences between the accelerated and regular groups in social acceptance. 9% of the accelerated group as opposed to 8.7% of the regular group were found to be isolates.

2. On the California Test of Personality there were no differences in the Personal, Social or Total Adjustment scores.

3. On the Junior Attitude Scale the only difference which was significant was in an "Acceptance of Self-Rating", where the regular group scored higher. In the latter case it could mean that the accelerated children have a tendency, because they are bright, to be slightly introverted and more questioning in their attitude.

### II. STANFORD ACHIEVEMENT TESTS BATTERY

1. In June, 1959, the Stanford Achievement Tests Battery administered in Grade VI indicated there





were no significant differences between the accelerated and matched groups in Reading, Language, and Spelling

2. The matched group appeared to be superior to the accelerated group in Arithmetic, with the difference being barely significant at the 5% level.

3. The accelerated group was superior to the average group in all aspects tested, being significant at the 1% level in Reading, Language and Spelling and at the 5% level in Arithmetic.

4. The Battery Medians for the three groups were:

Accelerated Group	- 9.1
Matched Group	- 9.3
Average Group	- 8.3

Respectfully submitted,

L.A. Daniels,  
Assistant Superintendent,  
Elementary Schools.





APPENDIX E

TABLE XII

SELECTED PARENTS' COMMENTS FAVORABLE TO ACCELERATION

TABLE XIII

SELECTED PARENTAL COMMENTS UNFAVORABLE TO ACCELERATION



TABLE XII

## SELECTED PARENTS' COMMENTS FAVORABLE

## TO ACCELERATION

Response to Question 19*	Number	
	Acc.	Non Acc.
Acceleration acts as an incentive to work by keeping the child vitally interested and intellectually stimulated.	271	30 <sup>+</sup>
Acceleration challenges the true potential of the child forcing him to work to capacity.	190	35 <sup>+</sup>
Acceleration groups children according to ability thus giving them an opportunity to progress at a speed consistent with their ability.	80	11 <sup>+</sup>

\*If you had the decision to make over again, would you consent to your child being accelerated?

<sup>+</sup>Comments of parents who withdrew children were not included here.





TABLE XIII

## SELECTED PARENTAL COMMENTS UNFAVORABLE TO ACCELERATION

Grades	IV		V		VI		VII		VIII	
	Acc. <sup>a</sup>	Non Acc. <sup>b</sup>	Acc.	Non Acc.	Acc.	Non Acc.	Acc.	Non Acc.	Acc.	Non Acc.
Acceleration created numerous social problems in the home, school, and community.	34	4	34	15	32	27	34	43	36	45 <sup>c</sup>
Acceleration caused strain and frustration leading to mental and emotional problems.	29	15	24	15	9	15	12	29	7	32
Acceleration forces a child to compete against older students who are more capable physically and have better muscular co-ordination	26	6	19	7	17	23	18	22	25	14

<sup>a</sup>Acc. - Accepting, Answered "Yes" to Question 19.

<sup>b</sup>Non-Acc. - Non-Accepting, Answered "No" or were undecided on Question 19.

<sup>c</sup>There were more comments than the number of non-acceptors because some parents made more than one comment on individual questions.

Note: There were 468 accepting responses and 139 non-accepting responses. This makes the non-acceptance responses significantly greater percentage wise especially at Grade VII and VIII level.



## APPENDIX F

## PARENTAL VIEWS ON ACCELERATION

## I. PARENTS' COMMENTS ON QUESTIONS ONE TO EIGHTEEN

Parents who answered "Yes" on Question nineteen did not comment extensively on the previous eighteen questions, since a favorable reaction to acceleration on the part of the child made it unnecessary for them to do so. Hence the opinions expressed are chiefly those of parents who replied negatively to Question 19.

Health Problems

Nervous stomach, couldn't eat--but disappeared when he became adjusted.

A highly nervous state.

I feel in public school my son was under a nervous strain in Grade 4 and 5.

Always tense and complaining of aches and pains.

Emotional upsets - periodically and of short duration.

He developed a certain nervous condition and a year after he developed stomach trouble which could or could not have been from the programme.

Nervous, subject to tears, mostly worry about school work.

Pressure from an extreme desire to excel.



She was ill to the stomach at least once a month while in the programme.

### Family Problems

A tendency to expect too much of the child.

It gave his older sister an inferiority complex.

Refusal on the part of the oldest to help with homework or to give any information.

Wishes to be allowed privileges similar to new classmates, who may be 2 or even 3 years older.

The change brought about by her school work deteriorating as a result of the too high requirements for her capabilities.

### Social Problems

The friends left behind wouldn't play with her and this created unhappiness.

Had to change age group of friends.

They seemed to think he thought he knew too much-- also suffered physical abuse, such as a punch in the nose and consequent broken glasses.

He was not in their sports activities. He never had a close friend as he was always younger than his classmates.

Does not feel accepted in her classroom this year.

Those she started school with being a year behind were not such close friends.

Takes advantage of being the youngest in her group.





Being younger seems to create some problems, particularly concerning physical activities.

Some difficulty in fitting in with older group, i.e. developing any real friendship.

#### Assistance at Home

Only recently (Grade VI). She seemed to have a lot of homework in Social Studies. I helped her on one project only and tried to get her to speed up in arithmetic.

With all subjects, mainly arithmetic - about one hour each night.

I did not give her much help but she was behind in achievement in accuracy and problem-solving until this (Grade VI) year.

I was advised not to - however, I felt I could have helped.

Yes, in arithmetic and spelling.

Help in reading and number work in the lower grades.

Much reasoning and explaining necessary to give understanding in many subjects.

With mathematics, writing, and language.

Basic arithmetic was poor. Special coaching was needed in Grades III to VI.

Constant necessity to see that assignments were done.

We have given some aid, mostly urging him on. Therefore, we feel there is more pressure than there would be otherwise.



Emotional Problems (Unhappiness)

A feeling that she is purposely left out of things (School) such as choir work, games, etc. She is in the church Junior Choir.

Teasing by other accelerants at her grades lower than theirs.

She lost her friends and has had no close ties since.

Grade IV teacher resented accelerated students and ridiculed them publicly.

I felt my son wasn't enjoying his sports as he hadn't learned the rules of soccer, baseball, etc. when he reached the grade they were played in, so wasn't picked by any team captains.

Teacher called her immature and incapable of work necessary.

Frustration in Grades 4 and 5.

Being up with older boys and away from his friends at first wasn't too good for him.

Too young to wear make up etc. like older girls in the room.

Almost failed to pass Grade VI.

Elder sister (by 2 years) brings home report with all "H's" while she gets only "A's" and "B's" - this gives rise to feeling of inadequacy and some resentment.

His association with boys more than a year his senior makes him feel inadequate many times - mostly physical.





Latest report took a decided drop.

At times worried about work and poor reports despite our acceptance of them.

### Nervous Strain

Crying at times, saying she does try, that her writing has improved.

Cried easily and became discouraged.

Nervous strain and subsequent physical evidence.

She walks and talked in her sleep considerably.

Although this may not be entirely because of being an accelerant, however, it has increased since she has been.

He felt a complete failure if in public school perfect marks were not obtained.

She became very tense and high strung.

Always seems to be at the breaking point.

Difficulty in sleeping.

Would burst into tears at any provocation.

More easily upset especially when criticized.

Worrying over his school and did not want to be accelerated.

He was nervous and often edgy.

Sometimes she tries too hard, she becomes tense especially in tests. She needs things explained to her more and is reluctant to ask for help.



Yes, feels that her work should always be tops,  
very downhearted when her marks are low.

Tension because of not getting things done on time.

Strategic use of tears.

He has appeared tired at times and discouraged because  
marks were not as good as before.

Evidence that slowness in writing ability made it hard  
for him to keep up to the class in Grade IV.

Extreme desire to get honors put her under some tension.

Irritable and nervous.

Outbursts of crying for very little reason.

Would cry easily. Teacher demanded perfection to a  
great extent.

## II. PARENTS' COMMENTS ON QUESTION NINETEEN

These answers were all selected from questionnaires  
where the parent answered in the negative.

### Age Factor

She would have been happier with children her own  
age and going at her own speed. She will still be ten in  
Grade VII.

Too hard on child. Child not mentally old enough to  
cope with older children.

Age difference makes a difference socially.

Always in wrong age group and society not ready for a  
17 year old high school graduate.



I feel my son is not mature enough to happily make the change that Junior High School is calling for.

Too young and immature for older classmates.

She was under age at starting school, not six until November and she was so much younger than her classmates.

I believe it does harm to take a child out of his own age and size group.

He was too immature for the social aspect of Junior High.

Immature emotionally, if not mentally.

Most accelerated children are too young and are developing into highly nervous youngsters.

She was too young. Should have had the extra time and training in Grades 1, 2, and 3.

Because of the time of his birthday, he was very young when accelerated.

#### Standings Not Compatible with Parents' Expectations

As far as acceleration is concerned, I did not approve of it 5 years ago and I feel a potentially good student has been reduced to the level of a "B", if she is even able to make that.

We feel that our girl could have been one of the near top students had she not been accelerated.

His marks are not as good as usual, even to failures in some subjects.





We also feel certain his grades would be higher.

Report shows marks have been lower the second year.

There seems to be no need to hurry a child through school, and her marks would have probably been better in the regular class.

#### Work Habits Incompatible with Programme

I don't think she was or is fast enough in her work and work habits to get the work done in the time given. This has been a strain on her as well as on the rest of the family.

We feel our daughter always having been a slow worker should not have been accelerated.

#### Other Handicaps

She is advanced academically but not physically. She is small and because of this other students feel they should help her. She resents this.

I feel there is too much strain involved in attempting to be a perfectionist.

I am of the opinion that once these children are accelerated a very careful check should be made often and systematically to see that they are capable of carrying the load.

Acceleration seems to be based on reading mostly. It is arithmetic which seems to stump them when advanced.



The confusion, tension, and change of friends wasn't worth it.

Acceleration program not carried out as explained.

Takes away too much of his childhood.

It is not good when it affects other children in the family.

### III. SELECTED REMARKS OF PARENTS WHOSE CHILDREN HAD DIFFICULTY

It seems to me that a better alternative of enrichment would be more desirable where the child would be kept interested and striving and at the same time competing physically with his own age group. I feel too much emphasis is being placed on comparing children's mental ability and the overall picture of a well developed child is being overlooked. It is far better we feel to have an average child who takes part in sports and gets along with his fellow pupils.

As our child's birthday is in October he was one of the youngest children in his class when he entered the First Grade. Acceleration, therefore, presented the rather serious problem of his having to compete with children of from 1-1/2 to 2 years his senior. While it has not been difficult for him to maintain his work scholastically, it has been extremely difficult for him at times to establish himself as "one of





the gang." This was particularly noticeable in the Fifth Grade when, on many occasions, he would arrive home quite depressed, and at times was most reluctant to go to school. Fortunately, this situation has greatly improved and, in fact, we do not feel that it is currently a problem. I do believe, that a youngster's age, physical development and relative maturity should be a very definite factor in determining the desirability of an individual child's acceleration. Furthermore, there appears to be little advantage in a boy entering High School at the age of 13. To the contrary, it could prove to be most detrimental to his best interests, for difference in ages will be greatly magnified during that particular period of his life. A single example of his problem will be his inability to obtain a driver's license, which is, admittedly, an important stepping-stone in one's social attainment in High School.

In the field of sports we feel the accelerated pupil is at a disadvantage due to the difference in age. This may not be a problem later on in High School. We also feel they are too young to be participating in some of the social activities. We are not convinced that there is any advantage to these children completing school at such an early age. Would prefer to see them take one grade per year with an enriched program.



This child would be a leader among her own age group, and should be a leader according to her personality make-up. Being always with children with the advantage of an extra year's maturity has made this child a follower, limited the scope of her friendships, and has had a tendency to destroy her self-confidence. I feel sure that these problems will become greater as the child reaches and develops through the "teen"-ages.

If the child matures physically, emotionally, and socially slower than her classmates, as is the case with our child, then acceleration can cause considerable anguish in the child. We feel that the lack of maturity became a bigger factor with acceleration than it would have normally. Academically our child has maintained a high standard with no apparent struggle.

It narrows the child's experiences rather than broadening them. Gifted children who do good work earn the right to take part in extra activities such as dramatics, school band. They need far more reading activities, thought-provoking extra activities and extra sports. There is no advantage in getting a child through school a year younger. A teacher with special qualifications and top teaching ability should lead a gifted class through all regular work plus supplementary work. We are not giving our gifted children a single thing extra in the accelerated program,





we just give them the regular work faster. In my opinion it is the "easy way out" in dealing with gifted children.

As an example, may we cite our experience in her Grade 5 year. It seems utterly ridiculous that a child of 9 years should be required to study at home when she should be out playing. We felt that if she were unable to complete her work during the school day, she had been placed in a group beyond her. Our point of view, as parents, is that she must not be forced to "grow up" too fast. Too many of such decisions are taken from our hands.

Acceleration has a place--but only for the extremely clever child, who will at all times be tops in his class. There should be no bottom group in the acceleration program. The pupil should be screened very, very carefully so that at no time should a child have to be withdrawn. I feel strongly that my child has suffered for being withdrawn. Do not misunderstand me, it was for the best but he should never have been suggested for the program if there were reservations in the teachers mind. I know the parent is consulted but we are human and our "ego" is fed when our child is a candidate for the program of acceleration. We rely, as parents, on the decision of a teacher and feel if she thinks our child is capable he must be.

We believe the acceleration program, if continued, should only be allowed to apply to those children whose





birthdays are from January to June, but not those children who are still only 5 yrs. old when they start school, (as our daughter was). We believe that a more successful approach, than acceleration, could be accomplished by devising a two-stream system for the junior Grades, and consequently, by imposing more challenge on the brighter children by extra assignments within the Grade without resorting to acceleration to an older group.

We have two accelerated children, one a girl age 9 in Grade V who brought this questionnaire home. The other is a boy, age 12 in Grade VIII. We very strongly feel that starting at the age of 8, accelerated students have a most difficult time due to the age inequality--this is, we feel, not only noticeable in their scarcity of friends, sports as well as even to an awareness of the difference in size. We feel this is a very real problem--it is now being demonstrated particularly with our son, who we feel is a very normal, friendly, every day type of boy but he seems unable to overcome the age and size problem of his classmates. He has literally no friends which we feel must be attributable to this problem. We feel we can prove the point, in that in organized sport such as Little League and Pee Wee Hockey he has had no problems, as they are based on age and each year he has looked forward to his Baseball and Hockey, and each year has made the permanent team. We feel



our daughter is showing evidence of the same problem at 9 years. We hope and feel the problem will ease off at 14 or 15 years of age. Would students of acceleration calibre not be better to take their full year in each grade but with added curriculum such as the early teaching of French etc.

My girl makes friends easily, is happy in the Grade V room she is in, and doing very good work this year. She was accepted by the older group long ago, and her teacher tells me she is one of the accelerated ones who is "making it". Therefore on the face of it, it appears I should be completely satisfied with the system, but my objection is the two rather miserable years she put in while in Grade II and III, and Grade IV. These are the first two years of the acceleration and we had been told they wouldn't be easy, but everything should straighten out by the time she reaches Grade V. That is exactly what happened. She is getting along fine now, but my point is, "Why put a child through two years of struggling, hurrying and frustration when it isn't really necessary?" The two years are forgotten now and she is happy and getting along fine. However, the fact remains I would never put another child through them.

















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